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CITY OF NEW-YORK
FIFTEENTH ANNUAL
REPORT
OF THE
BOARD OF EDUCATION
1857

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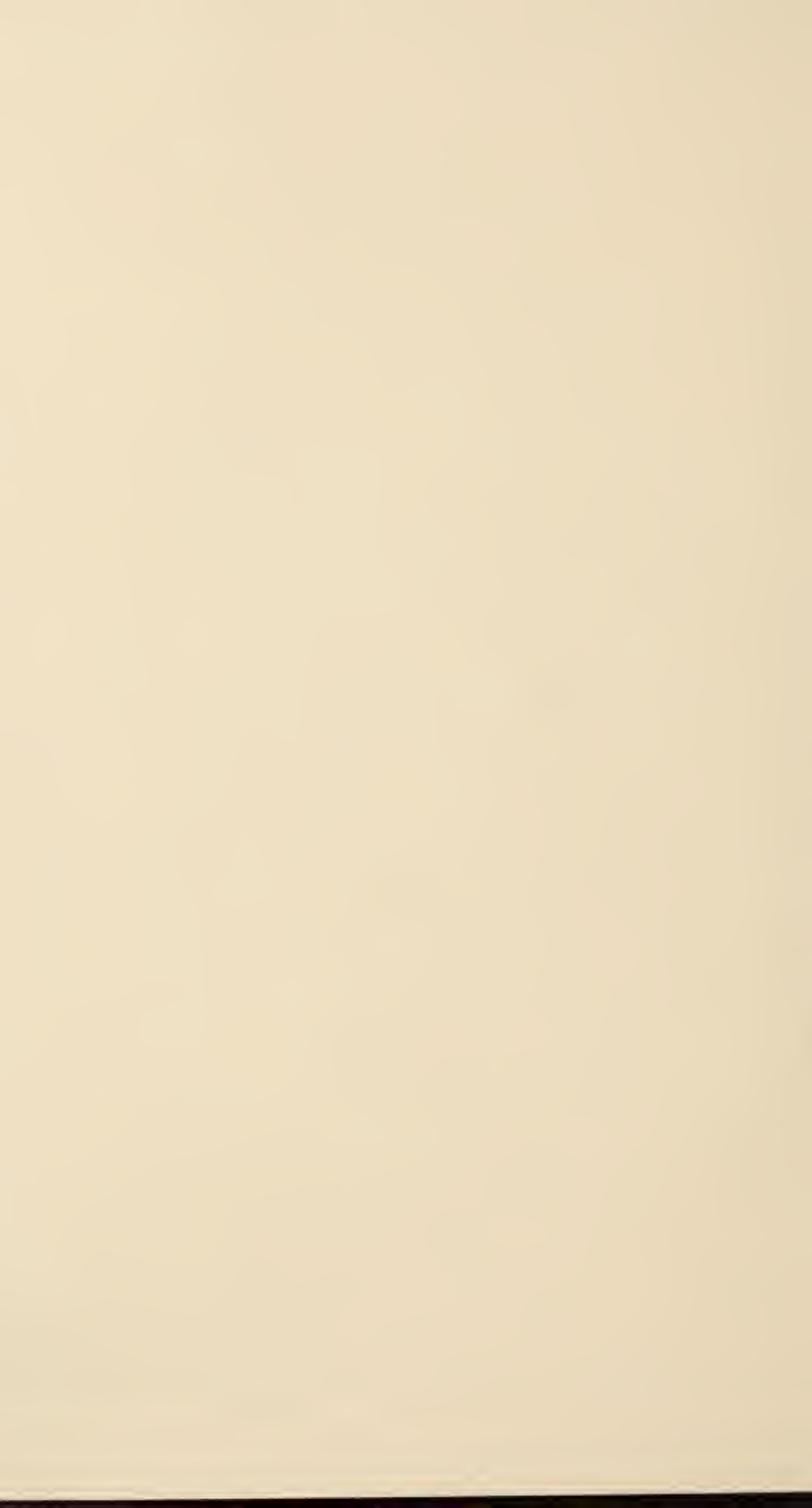
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FIFTEENTH ANNUAL REPORT

OF THE

BOARD OF EDUCATION

OF THE

CITY AND COUNTY OF NEW YORK,

FOR THE YEAR ENDING JANUARY 1, 1857.



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DEPARTMENT OF PUBLIC INSTRUCTION,
STATE OF NEW YORK.

BOARD OF EDUCATION,

CITY OF NEW YORK, DECEMBER 30, 1856.

Mr. WATERBURY *presented the draft of the Annual Report of the Board of Education, for the year ending December 31, 1856.*

Ordered, That said Report be adopted, and printed under the direction of the Committee.

ALBERT GILBERT,
Clerk.

REPORT.

It is made the duty of the Board of Education of the city of New York, by the law of the State from which it derives its existence and powers, and under which the system of public education in this city is conducted, to make an Annual Report, dated as of the last day of the year, of certain matters which are stated in the law as follows:—"The whole number of schools within their jurisdiction, specially designating the schools for colored children; the schools or societies from which reports shall have been made to the Board of Education, within the time limited for that purpose; the length of time such schools shall have been kept open; the amount of public money apportioned or appropriated to said school or society; the number taught in each school; the whole amount of money drawn from the City Chamberlain for the purposes of education during the year ending at the date of their report, distinguishing the amount received from the general fund of the State, and from all other and what sources; the manner in which such moneys shall have been expended; and such other information as the State Superintendent of Public Instruction may from time to time require, in relation to common school education in the city and county of New York."

In complying with this requirement, it has been the custom of the Board to take advantage of the opportunity to present a full statement of the operations of the school system during the past year. This practice furnishes to those by whom the expenses of public education in this city are munificently supplied, or to such of them as desire it, information which it is important they should have; and which is sought for by the

friends of the cause, here and elsewhere. It also affords to the new Board some degree of benefit from the experience of their predecessors. A practice so beneficial acquires the force of law, and will be adhered to on the present occasion.

WHOLE NUMBER OF SCHOOLS.

The whole number of schools now within the jurisdiction of the Board of Education is 277, of which 18 are for colored persons. The several classes of these schools, and the number of each class contrasted with the like statement for the year 1855, are as follows. The schools for colored children being specially designated :

SCHOOLS.	1856	1855
Free Academy,	1	1
Normal Schools,	3	2
“ “ for colored persons,	1	1
Grammar Schools for boys, . . .	47	46
“ “ girls,	47	46
Primary Schools,	99	98
Colored Ward and Primary Schools,	14	14
Evening Schools,	34	27
“ “ for colored persons	2	2
Corporate and Asylum Schools, .	26	25
“ for colored persons,	3	3
Total,	277	265

In the above statement, Primary School No. 5, formerly Nos. 5 and 18, is included as two schools. On the 20th of June, 1855, the Board of Education passed a resolution uniting the two schools in one; but as the Trustees of the Seventh Ward have continued two departments therein, they are counted accordingly.

Ward School No. 30, being merely a primary school, is classified as such.

In the report of last year, there were several inaccuracies in the statement of the number of the schools, and in other re-

spects. These are corrected, whenever any of the statistics of that year are used in this report; in order that, by fixing correctly the standard of comparison, the exact variation may be seen.

The gains of Public Schools, in 1856, were as follows: One Normal School by the opening of the Daily Normal School for girls; two Grammar Schools, by the opening of Ward School No. 48; three Primary Schools, by the opening of Ward Schools Nos. 47 and 48, and the organization of Primary School No. 59, on Ward's Island; and seven Evening Schools, by the opening of such for males in the Thirteenth, Nineteenth and Twenty-first Wards, and at Yorkville, in the Twelfth Ward; and for females in the Sixth, Seventh and Twelfth Wards. Against these there was an apparent loss of two Primary Schools, by the consolidation of Primary Schools Nos. 6, 12 and 21, as the Primary Department of Ward School No. 4.

REPORTS FROM SCHOOLS AND SOCIETIES.

Reports have been made to the Board of Education, within the time limited for that purpose, from all the Schools embraced in the above statement, including the following Schools and Societies:

1. New York Orphan Asylum.
2. Roman Catholic Orphan Asylum.
3. Protestant Half-Orphan Asylum.
4. Mechanics' Society School.
5. House of Refuge.
6. Hamilton Free School.
7. Leake and Watts' Orphan House.
8. Colored Orphan Asylum.
9. American Female Guardian Society.
10. Home Industrial School.
11. New York Juvenile Asylum.
12. House of Reception of do.
13. Ladies' Home Missionary Society.
14. Five Points House of Industry.

A report is, for the first time, received from the Home Industrial School; and the Roman Catholic Half Orphan Asylum, from which a report has heretofore been received, has been merged in the organization of the Orphan Asylum of the same church.

SCHOOL SESSIONS.

Another of the details of this report, required by the School Law, is a statement of "the length of time the schools shall have been kept open;" with a view, doubtless, of aiding by a systematic return, to secure the proper number of school sessions. The number of "morning and evening sessions (of each school) of not less than three hours each," as "sworn or affirmed to by the principal teacher of the school," in conformity to the law, is stated in Schedule No. 1, hereto annexed. There have been rumors that in some cases the school sessions have been less than "three hours each;" but such cannot have been the case, as a false return would render the teacher making it, liable to a prosecution for a "misdemeanor," in addition to the crime of perjury.

It is evidently the intention of the law, in prescribing that "the average (attendance) shall be ascertained by adding together the number of such children present at each morning and afternoon session of not less than three hours, and dividing the sum by four hundred and sixty," to require that there shall be so many school sessions during the year; which would be equal to two hundred and thirty school days. Under the existing by-laws of the Board of Education, the Ward Schools are not required to be kept open that number of days in any year.

In the year 1856, the schools should have been kept open 227 days, equal to 454 sessions. The only ward in which the Board of Trustees conformed strictly to the by-laws, was the Twelfth. In half of the schools of that ward there were 454 sessions, and in the others 453. In the Ninth Ward there were 453 sessions; and in the Eighth and Seventeenth, 452. On the other hand, in the Fourth Ward there were only 444 sessions; in the Tenth, 445; in the Sixteenth, 446; and in the Thirteenth, 447. In some cases a school is necessarily closed

for the purpose of repairs or alterations of the building; but in the instances above specified, the time the schools of the ward, not suspended by reason of such exigencies, were generally kept open, is taken in stating the number of sessions.

The effect of unusual holidays is bad. They are injurious to the scholar by interfering with the regular course of his studies, aiding whatever natural tendency he may have to waste his time, and exposing him for an additional period to the varied dangers of the street. They are obnoxious to parents, because every hour a child is relieved from the wholesome guardianship at school, is added to the cares and responsibilities of his overseers at home. And they are detrimental to the school system, in the first place, as will be presently shown, by diminishing its apparent prosperity; and, in the second, by exciting jealousies and dissatisfaction in the several schools. If the children in one ward have an extra holiday, those in the adjoining ward are discontented because the boon is not extended to them. The indiscreet action of one Local Board, therefore, affects not only their own schools, but the whole system. The by-laws might be judiciously amended, so that the power of the Ward Trustees to close schools should be confined to a particular school for such short time as might be rendered necessary by an exigency special to that school, instead of extending, as now, to all the schools in the ward, "upon a particular occasion, for a single day."

The by-laws might also be wisely amended by striking out "the Commencement Day of the Free Academy," as one of the holidays for the Ward Schools. In the infancy of that institution, when it was desirable to give all possible *eclat* to its anniversary, there was some propriety in securing, if they would attend, the presence of a portion of the teachers and more advanced pupils of the schools. But it has now grown beyond the need of such adventitious helps, and there is no longer any reason why sixty thousand children in the Ward Schools should lose a day, even if they receive no further injury, because a select number of youths are to bid farewell to the scholastic halls, and enter upon the career of manhood.

AVERAGE ATTENDANCE.

The average attendance of scholars in the day schools, the law provides, shall be ascertained by dividing the aggregate attendance at the several school sessions held during the year, by 460. The quotient it fixes as the average attendance for the year ; and the following table shows such average attendance at the schools of this city, participating in the school moneys, for each year since the organization of the Board of Education.

Year.	Ward Schools.	Public Schools.	Corporate Schools.	Total.
1842.	0	15,420	1341	16,761
1843.	2079	15,938	1450	19,467
1844.	6806	15,978	1570	24,354
1845.	7522	16,602	1571	25,695
1846.	8793	17,698	1584	28,075
1847.	11,598	18,646	1878	32,122
1848.	14,652	18,587	2125	35,364
1849.	15,805	18,153	2040	35,998
1850.	18,717	19,292	2046	40,055
1851.	21,212	19,717	2031	42,960
1852.	23,273	19,315	2008	44,596
1853.	41,061		2679	43,740
1854.	42,887		2503	45,390
1855.	44,261		3066	47,327
1856.	44,608		2997	47,605

Allusion has been made above to some errors in the Annual Report of last year. The average attendance of the Ward and Primary Schools for that year was stated at 44,792, and the total average attendance at 47,858, instead of the numbers given above, which are correct. The erroneous excess was made by counting the girls' grammar school, which was transferred from Ward School No. 40 to the new school house No. 50, twice ; and also counting separately, Primary Schools 6 and 21, which were transferred to and became, and were also counted as, the Primary Department of Ward School No. 4.

Although there is a slight increase in the average attendance at the Ward and Primary Schools, yet the result is not a gratifying one. It does not exhibit that degree of growth and pros-

perity which the public expect in return for the large expenditure to which they are subjected. It will be interesting in this connection to see how the average attendance in each ward compares with that of the preceding year, which can be done by the following table :

Ward.	1856.	1855.	Increase.	Decrease.
1	1063	1146	..	83
4	1601	1685	..	84
5	1790	1783	7	..
6	1581	1483	98	..
7	2403	2266	137	..
8	1994	2018	..	24
9	3415	3498	..	83
10	3211	3176	35	..
11	3712	3747	..	35
12	1873	1796	77	..
13	2343	2641	..	298
14	2019	1972	47	
15	1409	1417	..	8
16	3734	3812	..	78
17	2126	2410	..	284
18	2733	2875	..	142
19	514	454	60	..
20	2941	2078	863	..
21	1827	1766	61	..
22	2309	2228	81	..

It should be remarked that the attendance in the Thirteenth Ward was materially decreased by the enlargement of School House No. 34, and in the Seventeenth Ward by the re-building of No. 13, and that in the Eighteenth Ward, slightly, by the enlargement of No. 50.

In considering the average attendance at the schools, it should be remembered that the legal average is always less than the actual. The law contemplates 460 school sessions a year, while only 454 were required in the year 1856, by the by-laws of the Board of Education, being six less. It is safe to estimate that at least 60,000 children ordinarily attend the schools on a

pleasant day ; which would make an aggregate attendance of 360,000 for six sessions ; at which rate, by the omissions of those sessions, the legal average for the year was reduced about 800 below what it would have been if they had been had. It would be better to have the legal average accord more exactly with the actual. This can be done by reducing the divisor provided by law from 460 to 450 ; but such a change should be accompanied by an efficient restriction upon the Board of Education, prohibiting any arrangement by which less than that number of sessions should be allowed in any year, except in cases of exigency in particular schools.

A more important point, however, relates to the causes now operating to diminish the actual average attendance at the schools, and the means of improvement within the power of the central and local boards ? The principal causes may be stated as follows :

1. *Irregular Attendance of Pupils.*—This is owing to the vicissitudes of the weather ; for in some of the severest days of winter not a quarter of the registered pupils are at school. To the occurrence of sickness, to which all are subject. To the error of some parents in detaining their children part of the time from school, which is frequently done by those in straitened pecuniary circumstances to avail themselves of the labor of the children ; and by those of more abundant means, for the purposes of indulgence, excursions, lessons in music, and other extra instruction. Such absences are somewhat reduced by judicious principals, who require punctual and regular attendance as a basis of continuance in the schools ; but this power needs to be very prudently exercised, for it is not a light matter to shut a child out from school. And, finally, to the truancy of some of the children. In order to prevent truancy, and to ascertain the causes of other absences, it is a general custom of the teachers, in the course of the morning, to send pupils to the houses of the absent ones, for enquiry as to the cause of the absence. This is justly a subject of complaint on the part of parents ; for it is wrong to take the time of a pupil for such use, and dangerous to send a child to strange houses. Some system is needed by which absent children shall be closely followed

up by an adult assigned to the duty, and who, when not so employed, might assist in teaching. A better course, perhaps, would be to require that the janitor of every ward school should be capable of this duty ; and to assign it to him for that school and such primary schools as might be classed with it. It is worthy of notice here, that one of the most efficient principals in this city has effectually overcome truancy in his school, by providing each boy having such a tendency with a pass-book, and entering on it daily his early or late attendance, and requiring the parent to underwrite the entry previous to the next school session, as a condition of the boy's continuance at the school.

2. *Omission of School Sessions.*—This matter has already been considered ; but an additional point may be beneficially stated. Although the by-laws of the Board of Education required 454 school sessions in the year 1856, the ward and primary schools taken together averaged only 439 sessions, being fifteen short of the required number. If we estimate, as we can safely, that the aggregate attendance for these fifteen sessions, if they had been held, would have been over 900,000, it follows that their omission has reduced the legal average of all the schools for the year about 2000 ; and this in addition to the 800 lost, as is above shown, by the authorized omission of six other sessions intended by the school law. Undoubtedly, in some cases, it was unavoidable to close a particular school, and such necessities will arise again ; but it is hoped that this illustration of the injurious effect of omitting school sessions, will induce the local officers to exercise greater caution in this respect.

3. *Insufficient School Accommodations.*—This want exists principally in the upper part of the city, where all the schools in the thickly-settled portions are crowded, and yet the attendance of children in proportion to population remains less than in the other part. It will probably excite surprise to state the fact that, with all the appropriations for new and enlarged school accommodations within the last five years, the only *new* schools established during that period, besides the

Primary School on Ward's Island and Colored School No. 6, are Ward Schools 46, 48 and 49, the Primary Departments of Ward Schools 47 and 50, and Primary Schools 56, 57 and 58 ; being three Boys' Grammar Schools, three Girls' Grammar Schools and eight Primary Schools. All of these are above Fourteenth street, except No. 47 ; and the most southerly of them is about half a mile above that street, and they could not, therefore, injuriously affect the schools in the lower wards. The effect of the additional school accommodations afforded within the last three years above Fourteenth street, upon the average attendance for the whole city, has been very marked. In 1853, the average attendance for the city was 1527 *less* than in 1852 ; a result probably owing, mainly, to the transfer of the Public Schools to the same control as the Ward Schools ; but in the three years which have elapsed since 1853, there has been a gain of 3547. During the same three years the gain in the average attendance of the seven wards above Fourteenth street has been 4237 ; showing that there was, during that period, a further loss below Fourteenth street of 690. The last of these new schools opened, was Ward School No. 48, during the past year. The gain in the average attendance of the Twentieth Ward, in which that school is situated, during the year 1856, and which was accomplished without injury to the surrounding wards, was 863, while the gain in the whole city was only 347 ; showing that, exclusive of the Twentieth Ward, there was a loss of 516. So also the gain in the 21st Ward, in the year 1855, over 1854, occasioned by the opening of Ward School No. 49, was 853. In the last four years there has been a gain in the average attendance in these Wards of 2,474, while in the rest of the city there has been a loss of 454.

There is a very great discrepancy in the attendance of pupils at the schools, in proportion to the population of the wards respectively. The following table shows the population of each ward, according to the census of 1855 ; the average attendance for the year 1856, and the percentage of attendance upon population. For easier comparison, the wards are placed in the order of the percentage :—

		1855. Population.	1856. Average Attendance.	Per centage or Population.
10th	Ward,	26,378	3211	12.17
12th	"	17,656	1873	10.61
22d	"	22,605	2309	10.21
16th	"	39,823	3734	9.37
13th	"	26,597	2343	8.80
9th	"	39,982	3415	8.54
5th	"	21,617	1790	8.28
14th	"	24,754	2019	8.15
1st	"	13,486	1063	7.88
11th	"	52,979	3712	7.
4th	"	22,895	1601	6.99
7th	"	34,422	2403	6.98
18th	"	39,415	2733	6.93
21st	"	27,914	1827	6.54
20th	"	47,055	2941	6.25
6th	"	25,562	1581	6.18
8th	"	34,052	1994	5.85
15th	"	24,046	1409	5.85
17th	"	59,548	2126	3.57
19th	"	17,866	514	2.87

The percentage above stated does not, in every case, show the extent of the school accommodations to the inhabitants of the respective wards, as pupils are sent from one ward to the schools of an adjoining one. Thus children of the Nineteenth Ward part of the village of Yorkville, are sent to the Yorkville School of the Twelfth Ward, and help to swell the attendance in that ward. It does, however, present a proximate view of the matter, which may be a useful guide in future arrangements. There can be no doubt that the school accommodations of the Nineteenth Ward are inadequate, and there should be at least a Primary School in its southeastern part. But, probably, the portion of the city most barren of proper school facilities, is that bounded by Avenue B, Broadway, Fourth avenue, First and Nineteenth streets, a district densely populated, nearly a mile square, and comprising parts of the Seventeenth and Eighteenth Wards. Inside of the bounds above designated

there are only Ward School 19, a comparatively small building, and Primary Schools 46 and 47, in the basement of a church, which are not adequate to the proper instruction of the children already crowded into them. The supply of this deficiency cannot fail to exhibit a result in the average attendance of the year in which it is consummated, which will be conclusive proof of its benefit to the locality.

There is another view which may be taken of the respective school facilities of the upper and lower part of the city, which shows by comparison the inadequacy of those enjoyed by the former. The eleven wards lying south of Houston and Rivington streets, viz., the First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Tenth, Thirteenth and Fourteenth, have an average attendance of 18,005 to a population of 240,261, being 7.49 per cent., while the eleven wards north, viz: the Ninth, Eleventh, Twelfth, Fifteenth, Sixteenth, Seventeenth, Eighteenth, Nineteenth, Twentieth, Twenty-first and Twenty-second, have an average attendance of 26,593 to a population of 388,889, being only 6.83 per cent. Aside from the fact that the preponderance in population increases constantly, the upper wards contain even a greater proportion of families and a more permanent population. With sufficient accommodations, there can be no doubt that there would be in that section a comparative average attendance, in proportion to population, of one per cent. greater, instead of nearly one per cent. less. And because the want of the upper part of the city is thus presented, it should not be inferred that the other part is over supplied; on the contrary, some sections of the lower wards have not yet proper school accommodations.

These remarks in relation to average attendance have been more extended, because the subject, in its results, has been one of some disappointment to the friends of Public Education, and it is desirable that it should be fully understood.

SCHOOL CENSUS.

A document was presented to the Board, on the 7th of May last, by one of the Inspectors of Common Schools of the Eighteenth Ward, which was of considerable interest. It was

the result of a census which had been taken by a competent person employed for the purpose, of the number of children in that part of the Eighteenth Ward east of the Third avenue, who did not attend any school. The number was found to be 2631. Cards were furnished to the person taking the census, stating the location of the schools in the ward. These were given by him to such parents as would take them, and with, in some instances, a good result. The applicants for admission to the schools increased, and the Primary School in Nineteenth street, near the river, was soon so full that not another child could be accommodated.

The communication suggested that the number of children not attending any school, as thus ascertained, should be multiplied by the number of wards, to show the number of such children in this city, which would give an aggregate of nearly 60,000. But this would be an over-estimate. It is not probable that there are many sections of the city in which the number of children not attending any school is as large as it is in that part bordering the East River above Houtson street.

The subject of a census of the children of this city, for the purpose of ascertaining who do not attend any school, has been for several years before the Board. On the 18th of October, 1854, it was referred to the City Superintendent for a report by him. That officer gave his opinion in favor of some action of the kind, in a communication to the Board, at its next meeting, which was printed. (No. 33 of Documents of 1854.) At the meeting of the 8th of November, the Board directed the appointment of a committee to report a plan for taking the census, with an estimate of the probable expense; who made a report on the 22d of the same month, and recommended the appointment of a committee to carry out their suggestions. The Board ordered the appointment of such committee, but the year closed without the consummation of the measure.

The President of the Board, in the course of some remarks, on the 15th of October last, brought to its attention the subject of children not attending any school; which was, at the next meeting, referred to a special committee. That committee have made a report at the final meeting of the Board, recommending, among other things, that a census be taken. The re-

port was ordered to be printed, (No. 30 of Documents of 1856,) but it was presented too late for final action.

The measure, therefore, remains unaccomplished, though it is one of importance. A return showing, for each block of the city, the number of children who do not attend any school, with the causes of their non-attendance, and the names and circumstances of their parents and guardians, and also the number of children who attend the public, evening, private, religious, and charitable Schools respectively, would be of very great value, especially as an aid to the Board in supplying the deficiencies in school accommodations above demonstrated.

NUMBER TAUGHT IN EACH SCHOOL.

Schedule No. 1, hereto annexed, also contains the number of pupils taught in each School, for any period of time during the past year; of course, a pupil promoted from one school to another is counted twice in the aggregate; and, doubtless, some children, by being changed from school to school, are counted several times. The following table shows the whole number taught, as thus counted, for each year since the organization of the Board :

Year.	Ward Schools.	Public Schools.	Corporate Schools.	Total.
1842.	0	45,614	2325	47,939
1843.	11,392	45,535	2458	59,385
1844.	20,210	37,985	2656	60,851
1845.	24,233	44,217	2740	71,190
1846.	25,894	48,264	2827	76,985
1847.	32,698	54,732	2169	89,599
1848.	40,983	50,20	3742	95,045
1849.	45,872	53,546	3556	102,974
1850.	50,559	53,239	3565	107,363
1851.	57,016	55,769	3842	116,627
1852.	67,635	56,151	3451	127,237
1853.	119,059		4471	123,530
1854.	123,528		5080	128,608
1855.	131,022		6752	137,774
1856.	128,205		7517	135,722

There was a falling off for the year just closed of 2817, in the number returned for the Ward Schools ; but this is not an unfavorable result, as the number returned is not a criterion of the number actually taught. The only previous instance of a decrease was in 1853, the year in which the Public Schools became Ward Schools ; and then there was also a diminution in the average attendance. This year, as the average attendance is slightly increased, while there is a less number returned as taught, the only inference which can be drawn is, not that a less number of children was actually taught, but that more parents sent their children continuously to the same schools. The decrease, therefore, is gratifying, because it seems to denote that parents are better satisfied with the progress made by their children. No return is made of the number of children actually taught, though such a return is desirable, and could be secured by requiring the teacher to keep a list of the children admitted into the school, who had not attended any other ward school since the 1st of January, and making a return accordingly.

There is but one reason why the return now made of the whole number taught should be continued : it is the basis of the school revenue of the city. There are three permanent funds, viz. : the moneys apportioned by the State, an equal amount raised by the city, and a further tax of one-twentieth of one per cent. on the assessed value of real and personal property in the city. The Board of Education estimates what amount will be necessary in addition to these, but it cannot exceed four dollars for each pupil returned, in the manner required by law, as attending and taught in the several Ward Schools. As a less number of these, within certain limits, denotes the better management of the schools, we have the anomaly of the revenue of a system increased by its defectiveness. This is against sound principle, and might be changed, beneficially, whenever the school law is altered. About the same amount of money would be realized by making the restriction on the following basis : for each unit of the average attendance of the Ward schools, ten dollars ; of the Evening Schools, six dollars ; and of the Free Academy, fifty dollars.

CHILDREN NOT ATTENDING SCHOOL.

This is a subject of painful interest to every considerate person who duly estimates the influence of early education upon the future character of the individual. It was several times during the year just closed, as it had been in previous years, brought before the Board; and the report of a special committee on the subject was presented too late for decisive action. (Document No. 30.) It is a matter of certainty that there is a large number of children now being educated in our streets in habits of idleness and a knowledge of vice, whence they will graduate, enemies to themselves and curses to the community, and enter upon careers of debauchery and crime, until the ends shall have been reached, to which such a course unchecked inevitably leads. The number of such children in the city has been estimated, as above stated, to be about sixty thousand; and, while there is good reason for the belief that the number is much less, there is no doubt that it is very large.

Earnest attempts have been made to reach this enormous evil by voluntary efforts, through organizations of philanthropic persons of both sexes; and the Board of Education has extended to them all the aid warranted by its own powers, and perhaps these have been stretched to do this, by grants of old books and furniture. Too much praise cannot be accorded to these attempts, whether we consider the object in view, or the energy with which it has been pursued; and yet it is evident that such attempts alone are inadequate to the mastery of the evil. Equally certain is it that it cannot be overcome without the aid of a missionary effort beyond what an official organization could properly exert.

If we concede that the number of such children is twenty thousand, which would be an estimate reasonably low, the subject is plainly one which should demand the anxious attention of the Board until some plan is devised by which the evil will be hopefully assailed. No conclusions have been formed by the Board as to the features of such a plan; but it may be worthy of consideration whether in every case in which an association of individuals should give an earnest of their intention to aid in this good cause, by purchasing a suitable building and prosecuting therein a part of the work of a missionary

character by the supply to destitute children of food, baths, clothing, and religious knowledge and exercises; the Board ought not to do the rest, by extending, in an adjoining or near building, to the same children, by themselves, the course of instruction pursued in our primary schools. Perhaps such a combination of missionary enterprise and the public means, would be sufficient to save future generations from the destruction which the cloud, now gathering, threatens to pour upon them.

Efficient laws have been passed for subjecting to the public care, children whose best interests are neglected, if not wilfully sacrificed, by their natural guardians. The wisdom, nay necessity, of such enactments is obvious; for, if the ties of blood are inadequate to procure for a child some degree of moral training and intellectual culture from those thereby bound to afford them, the welfare of the community is sufficiently involved to demand the interference of its constituted authorities, to secure these benefits to the child, and avoid the injury to society which it must sustain by allowing him to grow up in ignorance and depravity. It is a matter of regret that these laws have been, in a great degree, disregarded here; and yet, perhaps, they must remain inoperative until some system is matured by which such of these children as are destitute, shall have schools opened to them; for, practically, our ward schools, even if they were all that is needed, are unavailable to that class. Not merely with the "terrors of the law," whether human or divine, must these "lost sheep" be sought; but also by the invocations of love, manifested by deeds as well as in words.

Nor let it be supposed that only future generations will be benefited by such efforts now. Beyond the immediate gain of reclaiming the youthful vagrant, there is, between the love of virtue, instilled into a child, and the vicious propensities of a parent, a repugnance which must contend for supremacy; and though, in many cases, the maelstrom may tear the child from the saving rope to which it clings, often the triumph will be on the other side, and the parent also be reformed, and society relieved of an incumbrance, if not an enemy.

COMPARISON WITH OTHER CITIES.

While the extent and danger of the evil above considered are conceded, it should be added that calculations have been made as to the comparative numbers of non-school-going children in this and other cities, too unfavorable to our own locality, and tending to deepen the shade of gloom which the facts, abstractly viewed, are sufficient to cause. It is not believed that such a comparison of the degree of educational advancement in this city with that in other large cities, as may be presented by a thorough collation of all the facts, and a just exposition of their relative bearing, will place our city, in respect to the extent or efficiency of its school system, in the rear of any. But, though, by comparison, she may stand well, the fact remains, and should not be forgotten, that there is plenty of work yet to be done here, demanding our continual and earnest labor. In making comparisons, as above suggested, there are several points which should be remembered:

1. The rushing business activity of this city, and the great demand for labor which prevails, induce some parents to withdraw their children from school at an early age, and thus tend to reduce the aggregate attendance.

2. The transitory character of a large part of our population, the continual moving in and moving out incident to our location at the gateway of European immigration, and the constant mutations of business pursuits, necessarily reduce the attendance at school below that which would result from the permanent residence of the same population.

3. Comparisons relative to school attendance should be based upon the number of such portion of the population as may be of the school age, and not upon the aggregate. The proportion of children to the whole number, varies materially in different localities.

4. The attendance at the public schools may be largely affected by the religious and other corporate schools. Probably, the number of children who go to such schools in this city, is

greater, in proportion to the population, than in any other city in the Union. The number taught the past year in such of these schools as participate in the school-moneys, was 7,517; and besides these, at least five different religious organizations have large parochial schools—some of them almost rivaling, in number of pupils, the Ward Schools.

5. Although the school law of this city fixes the age, at which children shall be entitled to attend the Ward Schools, as that between four and twenty-one years, it does not follow that the number of children whose ages are between those years, is the available one for school statistics. On the contrary, but a small proportion of children under five years of age are sent to school, while hardly any remain until they are twenty-one, and the great mass leave before they are sixteen. It is palpably absurd to include as non-going school children the whole body of apprentices, and at least one-fourth of all the clerks in the city. For the purpose of estimate, it may be held that the children who ought to go to school, under the existing social organization, are those whose ages range within the ten years, beginning at five and ending with fifteen.

6. The various rules, which prevail at different places for enumerating children and calculating the average attendance, render exact comparisons impossible. Besides this, the aggregate returns are often incomplete and inaccurate.

The only safe basis for a comparison of the relative proportion of the children of different cities who attend school, is the United States census of 1850. Those statistics, so far as they were obtained by going from house to house, are substantially reliable; but when, as is the case with some of the school returns, they were procured from central sources, they are liable to the objections of diversity and defectiveness above stated. Of the returns obtained by direct application at every house, are the aggregate population; the number of children five years of age and under fifteen, and the number "attending school during the year, as returned by families." The eight most populous cities in the Union are New York, Phila-

delphia, Baltimore, Boston, New Orleans, Cincinnati, Brooklyn and St. Louis. The returns of the census are given by counties; and as, in some cases, the city only forms part of the county in which it is situated, a comparison cannot be made solely by cities; but, in such instances the other parts are substantially suburbs. The total population of the cities and of the counties respectively; the number of children "five years of age, and under fifteen;" the number attending school, "as returned by families," and the percentage of such attendance upon the whole number of children within the ages above specified, are shown by the following table, all being for the year 1850:—

Cities, &c.	Population.	Total Population.	5 years of age and under 15.	Children attending School.	Per Centage.
NEW YORK.....	515,547	515,547	101,006	76,685	75.92
PHILADELPHIA.....	408,762	408,762	89,326	65,126	72.90
BALTIMORE	166,108	203,928	46,131	24,972	54.13
Rest of Baltimore Co.	37,820				
BOSTON	136,881	144,517	27,342	24,573	89.87
Rest of Suffolk Co ...	7,636				
BROOKLYN.....	131,357	138,882	30,643	22,314	72.81
Rest of Kings Co.....	7,525				
CINCINNATI.....	115,435	156,844	34,173	24,332	71.20
Rest of Hamilton Co..	41,409				
NEW ORLEANS	99,364	101,392	17,788	11,614	65.28
Rest of Orleans parish	2,028				
ST. LOUIS	75,204	99,011	19,052	8,628	45.81
Rest of St. Louis Co..	23,807				

In the above table, slaves are excluded, and free colored persons included. Of course, these somewhat reduce the percentage of attendance; but not materially, except in Baltimore, where the attendance of white children at school was nearly 60 per cent.

It will be seen that the attendance at school, in proportion to the number of children of school ages, is greater in this city than in either of the others, except Boston; and, considering the difference in circumstances, the result is, probably, as favorable here as it is there.

MONEY DRAWN FROM CITY CHAMBERLAIN.

The whole amount of money drawn from the City Chamberlain, for the purposes of education, during the year 1856, was \$961,885 75

Of which there was received from the State..... \$146,522 41

And there was raised by taxation upon real and personal property in the city of New York, as follows:

For apportionment among the several Schools and Societies entitled to participate therein, pursuant to the 15th section of the Act relative to the Common Schools of this city..... \$379,039 11

For other purposes authorized by the said act..... 436,324 23

Drawn from moneys raised by local taxation..... 815,363 34

Total amount drawn from City Chamberlain..... \$961,885 75

APPORTIONMENT TO SCHOOLS AND SOCIETIES.

The amount of \$379,039 11 was apportioned among the several Schools and Societies entitled to participate, pursuant to the 15th section of the Act relative to the Common Schools of this city, as follows:

	1855. <i>Average Attendance.</i>	1856. <i>Apportioned.</i>
To the Ward Schools.....	44,261	\$354,756 41
“ “ New York Orphan Asylum.....	184	1,457 28
“ “ Roman Catholic Orphan Asylums.....	721	5,710 32
“ “ Protestant Half-Orphan Asylum.....	202	1,599 84
“ “ Mechanics' Society School.....	20	\$153 40
“ “ House of Refuge.....	489	3,872 88
“ “ Hamilton Free School.....	33	261 36
“ “ Leake & Watts' Orphan House.....	222	1,758 24
“ “ Colored Orphan Asylum....	241	1,908 72
“ “ American Female Guardian Society....	176	1,393 92
“ “ New York Juvenile Asylum.....	342	2,708 64
“ “ Ladies' Home Missionary Society.....	230	1,821 60
“ “ Five Points House of Industry.....	206	1,631 50
Totals.....	<u>47,327</u>	<u>\$379,039 11</u>

Besides the amount so apportioned to the Ward Schools, there was expended for their support the sum of \$160,610 65, in addition to supplies through the Depository to the amount of \$69,573 01, and repairs through the Shop to the amount of \$7,703 91; making a total appropriation to, or expenditure for, Ward Schools of \$592,643 98; the details of which will be hereinafter stated.

FINANCIAL EXHIBIT FOR THE LAST FIVE YEARS.

The following is a summary statement of the revenues, expenditures and balances of the Board of Education for each of the last five years:

REVENUES.	1856.	1855.	1854.	1853.	1852.
State Apportionment.....	\$146,522 41	\$132,711 68	\$131,808 48	\$130,701 05	\$128,709 14
Equal amount by city....	146,522 41	132,711 68	131,808 48	130,701 05	128,709 14
Tax of 1-20th of 1 per ct..	258,367 89	243,499 13	231,020 86	206,843 46	175,853 39
Amount of fixed funds....	551,412 71	508,922 49	494,627 82	463,245 56	433,271 67
Additional Estimate.....	471,941 65	447,037 51	139,185 68	100,790 52	72,180 90
Am't raised for the year..	1,023,354 36	956,010 00	633,813 50	569,036 03	.....
Balance from last year....	100,269 94	62,113 26	80,273 14	25,139 23	.. .. .
'Advanced' by City Gov't.,	.....	125,000 00	.....	.....	.....
Revenue for the year.....	1,123,624 30	1,018,123 26	899,086 64	594,175 31	505,452 57
DISBURSEMENTS.					
Drawn from City Chamb'n	961,885 75	917,853 32	776,973 88	513,902 17	480,313 34
BALANCES.					
Amount undrawn.....	161,738 55	100,269 94	62,113 26	80,273 14	25,139 23
Unpaid expenses.....	15,364 19	1,548 54	34,969 02	.....	.....
Unliquidated approp'ns...	113,804 97	95,126 35	92,845 01	52,413 16	.....

The amounts stated for the last two items are only proximate. It is not possible now to determine precisely what part of the expenditure in any year was for expenses of the previous year; and a small part of the unliquidated appropriations of past years is never expended. The amounts, however, are sufficiently accurate for all needful purposes. It may be remarked that the manner of keeping the accounts might be systematized and improved. They ought always to exhibit, not only the exact financial condition of the Board, but also of every branch of the expenditure. It will be noted that the expenditures and unpaid balances of each year, except 1854, have been within its revenues.

CONTROVERSY WITH THE COMPTROLLER.

As will be seen by the above exhibit, the revenues of the Board for the year 1854 were not sufficient, by a large amount, to meet its expenditures. The causes of the deficiency may be briefly summed up in one: the transfer of the schools of the Public School Society to the charge of the Board of Education, which was consummated in the month of August, 1853. These schools were about equal in size and number to the Ward Schools then existing; but the straitened pecuniary circumstances of the society had compelled it to keep them upon the most meagre allowance. At the time of the transfer, the buildings were dilapidated; the furniture and other supplies worn out and insufficient; and the teachers, not only inadequately paid, but too few in number—the deficiency being supplied by using some of the pupils as monitors. These facts were not taken into consideration by the Board of 1853, which provided its successors with a revenue at only the ordinary rate of increase. The annual estimate for 1853 was \$569,036 08, while that for 1854 was \$633,813 50, or an increase of only \$64,777 42. The Board of 1853 were authorized by law to make the estimate for 1854 larger than it did by the amount of \$355,958 32.

In consequence of the failure of the Board of 1853 to supply a revenue for 1854 adequate to its unavoidable expenses, the Board of 1854 was brought to a condition of great embarrassment. Before the year was out, its revenues were exhausted, and not only a large number of its bills were unpaid, but also the teachers, many of whom were in a situation of real distress. In due season, to avoid this unpleasant position, an application was made to the Common Council for the sum of \$193,091 96, to supply the deficiency of the year. The “cause of such deficiency” was stated therein, and it was certified “that the same was unavoidable.” The application was in strict conformity to the law, by which the Common Council was imperatively required to grant the supply; the means for doing so being also fully provided by the same law. This respectful and legal application was returned to the Board of Education without any communication whatever, though accompanied by a paper appearing to be a report of the Finance Committee of the

Board of Councilmen, asking to be discharged from its further consideration, because it had not been submitted to certain Commissioners named in the amended charter of the city. It was again presented to the Board of Councilmen by the Board of Education, with a communication clearly showing that it was not required to be submitted to the Commissioners. A request was then made by the Board of Councilmen for information as to the attendance at the schools, which was promptly furnished by the Board of Education; and advantage was taken of the opportunity to show that, if the whole amount then asked for was supplied, the total revenue for the year would yet be much below the restriction imposed by law upon the annual expenditures of the Board. The Board of Councilmen, however, evaded final action in the matter.

Before the close of the year, so great was the dissatisfaction of the public at the spectacle of nearly twelve hundred teachers wrongfully and arbitrarily deprived of their means of support, that the Common Council was anxious to escape from the odium it had incurred. Advantage was therefore taken of a suggestion made by the Comptroller, in an official paper, that \$125,000 could be advanced to the Board of Education, without interfering with the pending questions "in regard to the regularity of the estimate for meeting the deficiencies of 1854," to pass a resolution "that the Comptroller be authorized to advance to the Board of Education, in anticipation of the appropriation of 1855, the sum of \$125,000." This amount was "advanced" accordingly; that is to say, it was placed to the credit of the Board of Education, and its ordinary drafts upon the City Chamberlain were paid out of it and other moneys.

The "advance" of \$125,000, it will be seen by the statement above, was not sufficient to discharge the deficiencies of the year 1854; but a large sum was still thrown upon the Board of 1855 for payment, in addition to whatever claim there might be upon it for the reimbursement of the "advance." Therefore, in April of that year, the new Board renewed the application to the Common Council for an appropriation of \$198,091 96, to meet the deficiency of 1854; but without success. If there was a legal claim upon the school moneys of 1855 for a return of the "advance," it was not exacted by the Comptroller, who

allowed the Board to draw upon the money raised for the year, without reference to such a claim. Of his reasons for so doing, the Board have not been advised; but it would be generous to assume that they were based upon a knowledge of the fact that the Board of 1855 had load enough in paying the rest of the deficiency of 1854; though from an intimation in one of his communications it would appear, that he expected the Board of Education to embrace the amount of the "advance" in the estimate for 1856. The case, therefore, stood in the same position at the close of 1855 as it did at the opening of the year, except that if there was a just claim for the return of the "advance," it would seem to have been lost by not being enforced.

On the 30th of January last, the Comptroller notified the Board that the "advance" of \$125,000 would be retained out of the moneys raised for 1856; and at its meeting on the 5th of November last, a communication from him was received in answer to a request that he would place the entire balance of the school moneys of the year to the credit of the Board, giving the reason why he declined to do so. (No. 23 of Documents of 1856.) The Finance Committee were authorized to answer his communication, which they did. (Document No. 25.)

The Comptroller is in error in his communication, in assuming that the Board of 1855, by embracing in the estimate for 1856 an item of \$160,000 for deficiencies of 1853 and 1854, warranted an impression that it intended that the \$125,000 should be reimbursed therewith. On the contrary, in a communication to the Finance Commissioners, (page 232 of Journal of 1855,) subsequent to the estimate, the Board stated that the item was to cover deficiencies in the revenues of 1855, caused by paying out of the same, other deficiencies of 1853 and 1854 than those discharged by the \$125,000. This is a point affecting the good faith of the Board, in regard to which not the slightest doubt should be allowed, as none can justly exist.

Briefly, the case presented by the Comptroller is that the "advance" of \$125,000 was obtained by his assurance that it would be reimbursed, and that he should be aided by the Board to make that assurance good; and he insists that money appropriated or "advanced" in any year, beyond the amount raised for the year, can only be again realized to the city treasury, by be-

ing retained out of moneys subsequently raised upon the estimate of the Board of Education ; and he denies its power to exceed the estimate for the year, and incur a debt which the Common Council must pay. He also most unjustly endeavors to throw the responsibility of the existing difficulty upon the Board of Education, when, in truth, it rests upon the Common Council, by their omission, with the concurrence, if not by the origination of the Comptroller, to obey the law and supply a deficiency of the year 1854, within the legal limitations of the expenditures of that year ; whereby the same would have been placed as a matter of course in the next tax levy, and thus reimbursed. By this simple act of obedience to the law, the difficulty would have been avoided, and all the words that may be interposed on any side, cannot vary this single and controlling point.

The case on the part of the Board of Education is, that the Common Council had no power to "advance" money to the Board of Education ; that the Board of 1854 never requested nor desired any advance ; that the \$125,000, received through the action of the Common Council subsequently to the application of the Board of Education, can only be considered as part of the \$198,091 96 applied for, according to law, to meet deficiencies ; that if it was a legal "advance" on account of the moneys for 1855, it should have been retained out of those moneys ; that moneys appropriated to supply deficiencies must be reimbursed out of the general tax of the ensuing year, and not out of the tax for school purposes, or, in other words, the limited amount which can be raised upon the annual estimate of the Board of Education ; and that the Board for each year is entitled to the whole of the revenues provided for that year by the annual estimate of the preceding year.

As the Comptroller adhered to his determination to withhold part of the revenues of the year from the Board, on the 19th of November, it authorized the Finance Committee to employ counsel and take legal proceedings to compel the payment, directing also that "an amicable reference of the subject to the decision of the Supreme Court, be proposed to the Comptroller, previous to any other legal action." Such a proposition was made to that officer, but no answer was returned. The committee therefore retained Erastus C. Benedict, Esq., and James

T. Brady, Esq., as counsel; and its action was sanctioned by the Board, and an appropriation made to pay the expenses, on the 17th of December.

The proceedings have been commenced, but any benefit which may result from them will necessarily enure only to the successors of the present Board. (While the Board, having no ground for a contrary opinion, assumed that the Comptroller acted from a conviction of duty, its own duty seemed equally plain.) The wrongful omission of the Common Council, in 1854, to comply with the law, had embarrassed the action of the school system from that time. Each subsequent Board had kept its own expenditures within the amount provided for it; but the claim for the return of this "advance" had remained as an incubus, presenting each in the same aspect of default, and finally stopping the payments of the present Board. Sound policy requires that the revenue of the Board, in each year, should be exactly defined, its expenditures kept within its revenue, and its record left clean and square. Such a result cannot be attained until this old matter is settled. Nothing could be more deleterious than a system of advances which, besides leading to improvidence, would eventually demoralize the Board by sending it yearly to the Common Council as a suppliant for favor.

If the decision of the Supreme Court is adverse to the Comptroller, the difficulty will be at an end, and the next Board will have resources for every necessary demand upon it. Should the decision be otherwise, it can only be upon the ground that the "annual tax" to which the law refers for the reimbursement of a deficiency of the school revenues supplied by the Common Council, is the school tax, or limitation of school revenues. If so, and the restriction which governs the amount is held to be that of the year in which the deficiency occurred, as the amount of the "advance" was less than one-half of the balance of moneys allowed by law not called for in 1854, the Board of 1857 will be able to realize the amount by adding it to the estimate for 1858, as a deficiency of 1854, to be collected on account of that year. Should it, however, be held that the amount of the "advance" must be deducted from the amount allowed by law for any future year, the Board of Education

will have to apply to the Legislature of the State for relief, as the moneys now authorized by law to be raised for any year, are only about sufficient to meet its necessities.

MANNER OF EXPENDITURE.

The sum of \$961,885 75, drawn from the City Chamberlain during the year 1856, as above stated, has been expended as follows :

For the current expenses of the Free Academy....	\$37,684 31
" " Normal Schools,...	8,137 25
" " Ward Schools, viz.:	
Salaries of Teachers.....	\$421,069 54
" Janitors.....	21,505 19
Sundries, including repairs, furni- ture, fuel, other supplies, clean- ing, painting, &c.....	61,159 57
	<hr/>
	503,734 30
For the current expenses of Evening Schools....	39,791 41
The above items do not include supplies through the Depository, nor repairs through the Shop.	
For expenses of the Shop.....	9,910 65
" supplies for Depository.....	81,243 36
" rent of premises occupied for school pur- poses.....	10,083 26
" apportionment to corporate schools.....	24,282 72
" altering and enlarging School Buildings....	49,984 38
For sites for new school buildings....	\$37,000 00
" erecting " " 	71,832 62
" fitting up and furnishing " 	60,342 55
	<hr/>
	169,175 17
" incidental expenses, including salaries of Clerks and Superintendents.....	27,853 94
	<hr/>
Total payments during the year 1856,	\$961,885 75

COMPARATIVE PAYMENTS.

The following table gives the details of the payments which have been made by the Board of Education during each of the last five years:

	1856.	1855.	1854.	1853.	1852.
Free Academy,.....	\$37,684 31	\$40,106 48	\$31,680 92	\$33,494 05	\$23,864 35
Normal Schools,.....	8,187 25	6,039 21	4,394 50	980 51	
Teachers in Ward Schools,....	421,069 54	394,900 36	291,610 56	198,576 60	187,146 06
Janitors " "	21,505 19	19,357 04	13,232 43	8,020 54	
Sundries for " "	61,159 57	74,369 51	59,844 79	56,672 18	
Evening Schools,.....	39,791 41	32,635 71	22,749 93	17,563 77	15,020 67
Expenses of Shop,.....	9,910 65	15,881 57	15,926 63	945 38	
Supplies for Depository,.....	81,243 36	69,679 63	61,849 87	20,065 25	
Rent of School Premises,.....	10,083 26	9,780 57	8,626 22	4,247 23	3,508 45
Corporate Schools,.....	24,282 72	19,588 43	17,584 79	106,803 00	122,156 51
Improving Buildings,.....	49,984 38	51,096 83	42,226 09	30,122 52	123,113 43
Purchases of Sites,.....	37,000 00	626 63	40,510 00	12,000 00	
Erecting New Buildings,.....	71,852 62	126,598 98	133,142 04	14,348 45	
Fitting up and Furnishing,....	60,342 55	29,943 13	7,780 99	2,247 06	
Incidental Expenses,.....	27,553 94	27,829 19	17,804 52	7,872 64	5,503 29
Totals,.....	\$961,885 75	\$917,853 92	\$776,973 38	\$513,602 18	\$480,313 84

The only payments of 1852 which were for the schools of the Public School Society, are under the item of Corporate Schools, being so much thereof as was the share of that society in the annual apportionment of certain school moneys. These schools became Ward Schools in 1853, and part of the payments on their account for that year is under the item of Corporate Schools, and part under the items relating to Ward Schools. The society received its share of the apportionment for nine months, and the expenses of its schools were paid, after their transfer, by the Board of Education for five months of the year.

The Normal Schools, Depository and Shop, being institutions of the Public School Society, there were, of course, no payments on their account in 1852.

The payments for the Shop and the Depository are given under those heads without being distributed under the respective classes of schools for which the work was done and the supplies furnished.

COMPARATIVE EXPENSES.

The above table shows the actual payments in each year; the following presents, without regard to the time of payment, the

current expenses of each of the last five years, as near as the same can now be ascertained ; and also the appropriations made in each year on account of real estate :—

	1856.	1855.	1854.	1853.	1852.
Current expenses of Free Academy....	\$42,815 58	\$42,538 66	\$39,081 27	\$35,606 30	\$26,355 56
“ “ Normal Schools..	11,988 11	7,785 69	6,628 49	1,600 20	
“ “ Ward “	592,643 98	547,021 36	420,010 11	274,524 07	202,530 21
“ “ Evening “	48,256 27	36,386 37	26,234 54	17,988 38	14,092 38
“ “ Shop.....	2,206 74	9,305 19	10,120 25	945 38	.....
Depository stock.....		8,516 41	4,237 92	7,596 95	.....
Rent of School Premises.....	10,053 26	9,750 57	8,626 22	4,247 23	3,508 48
Apportionment to Corporate Schools..	24,282 72	19,548 43	17,584 79	106,808 00	122,156 51
Incidental expenses of Board.....	27,853 94	27,329 19	17,304 52	7,872 64	5,503 29
Appropriations for old buildings.....	76,383 80	62,455 27	41,590 87	26,688 03	27,827 18
“ “ sites.....	25,500 00	37,846 23	49,600 00	4,800 00	35,980 00
“ “ new buildings..	107,521 86	112,915 29	176,237 80	61,275 32	23,740 15
Totals.....	\$969,036 56	\$921,428 71	\$817,256 78	\$547,947 50	\$461,693 76

A part of the expenses for November and December, 1851, in consequence of a change in the pay days of the Board, were paid with and are included in some of the expenses of 1852, and the remarks above made in relation to the payments on account of the schools of the Public School Society, are equally applicable here.

In the last table, the amount of supplies furnished from the Depository, in each year, to the several classes of schools, is included in the expenses of these schools respectively. The amount under the item of “Depository Stock,” is the excess of the purchases for the Depository over the amount distributed during the year, and also includes small amounts of supplies used in the official departments. In the year 1856, the distribution from the Depository slightly exceeded the purchases. The repairs to Ward Schools by the Shop, except extraordinary repairs by order of the Board of Education, are with the current expenses of Ward Schools, and the rest of the work done by the Shop is included in the item of its expenses.

This table presents a just and near approximation to the amount of the expenses for which the administration of each year is properly responsible. The aggregate in each instance is fully large enough, as a small fraction of the year's appropriations for buildings is left unexpended, and some portion of the expenses of the shop is duplicated in the table. It will be seen,

by comparing the aggregates with the statement previously given of the revenue of each year, that they have been kept within that limit, except for the year 1854, in which the expenses incurred largely exceeded the original revenue. That year was marked by the service in the Board of fifteen gentlemen selected as members by the late Public School Society, and enjoying deservedly the confidence of the community, not only by reason of their high character personally, but also by their prominent connection with an organization whose excellence and usefulness in the sphere of its operations are universally conceded. That connection had also afforded them an opportunity to acquire a knowledge of the existing deficiencies of the schools. It is of itself a great proof of the necessity of the excess of the expenses of the year over its revenue, that it was incurred by their participation. In the matter of "Appropriations for New Buildings," for instance, about \$145,000 were appropriated for the erection of five large school houses; only two of the gentlemen from the Public School Society voting against any of the five, and these two only against one. Indeed, the Journal of that year shows that its appropriations were generally made with great unanimity. These facts are worthy of remembrance, because the excess of the expenses of that year over its original revenue, has been the source of all the subsequent embarrassments in the finances of the Board.

The details of the several items of expense enumerated in the above table, are as follows :—

EXPENSES OF THE FREE ACADEMY.

Schedule No. 2, hereto annexed, presents an account of the revenues and expenditures of the Free Academy for the year 1856; the revenues being the "amount of moneys the Board of Education received during the year for the purposes of such Academy," all of which, except the amount credited to the Literature Fund of the State, were received from the city treasury, and were raised by tax upon real and personal property in this city. The following is a detailed statement of the expenses for each of the last five years :—

	1856.	1855.	1854.	1853.	1852
Salaries,.....	\$33,029 24	\$33,741 27	\$29,635 23	\$24,914 21	\$19,196 02
Repairs, etc.,.....	466 26	1,916 53	1,962 72	1,546 69	1,743 11
Furniture and Fixtures,.....	1,360 71	741 06	.....	355 33	754 00
Cleaning,.....	150 00	196 60	.....	331 36	98 16
Fuel,.....	612 44	677 99	1,374 53	417 21	464 19
Lighting,.....	45 00	40 20	34 50	26 60	.....
Insurance,.....	.....	.....	.....	305 00	305 00
Apparatus and Specimens,....	51 36	533 99	752 73	1,070 15	1,922 73
Chemicals,	49 25	55 50	74 56	.....	.....
Supplies from Depository,.....	4,631 57	2,497 50	2,675 29	112 25	.....
Other Supplies,....	110 15	58 60	265 21	3,336 03	2,812 30
Expenses of Anniversaries,....	933 69	493 42	396 50	380 70	40 00
Medals and Diplomas,.....	270 00	544 37	299 00	.....	.....
Printing and Engraving,.....	429 83	823 11	1,200 65	453 44	.....
Binding,.....	123 63	157 50	314 85	317 25	.....
Advertising,.....	27 70	.....	45 50	.....	.....
Postage,.....	15 00	25 67	.....	.....	.....
Totals,.....	\$42,315 83	\$42,533 66	\$39,081 27	\$33,606 30	\$26,355 56

By reason of a change in the fiscal year of the Board of Education, made by the school law of 1851, there were also paid in 1852, expenses of November and December, 1851, to the amount of \$3,889 68, which are not included above.

In some cases, where an item of expenditure is left blank for one or more years, the disbursement on that account is probably included in another item of the same year. But the item of insurance has disappeared. While the policy of this omission is certainly correct, as to the building and furniture, its wisdom is less clear in relation to the library, in part purchased by State funds, and the apparatus, museum and gallery. Considerable portions of these were donated by private parties; and by gradual accumulations, they are becoming extensive and valuable. If destroyed by fire, they would not be easily replaced, even so far as they could be, without the aid of insurance money.

It will be noticed that the expenses of 1856 are marked by the gratifying feature of a decrease from those of 1855. The decrease is in most of the items except three: 1, furniture and fixtures, which was augmented by the purchase of bookcases; 2, expenses of anniversaries, increased by holding the Commencement for the first time in the Academy of Music; and, 3, supplies from the Depository, which manifest the same remarkable expansion in this as in other branches of the system.

For the first four years of its existence, including 1852, it should be remembered that the expenditure for the support of the Academy was limited by statutory restriction to \$20,000 a year. Support was construed to mean the outlay for items not of a durable nature, and the amount allowed was principally consumed in salaries; but it was hardly sufficient for the proper compensation of indispensable instructors in the infancy of the institution, and utterly inadequate to sustain the necessities of its maturer years. The restriction was therefore removed by the Act of June 4th, 1853, and the removal was followed by a material increase in the expenses of the Academy. Since 1853, they have remained at substantially the same rate, and have evidently been incurred with a degree of care creditable to its administration.

Cost of Instruction.—The following statement shows, for each year since the organization of the Academy, the total expenses of the year, (except for the Library,) the whole number of pupils instructed, and the rate of expense per pupil:—

	1856.	1855.	1854.	1853.	1852.
Number taught..	873	688	537	553	571
Expenses.....	\$42,315 88	\$42,538 66	\$39,081 27	\$33,606 30	30,245 24
Cost per pupil...	48 47	61 81	72 77	60 77	52 96

	1851.	1850.	1849.	1848.	Total.
Number taught...	438	285	202	.....	.....
Expenses.....	\$22,228 96	\$17,985 11	\$10,927 00	\$570 05	\$239,498 47
Cost per pupil....	50 75	63 11	54 09	.....	.....

It should be noted that the item of expenses for 1852 includes expenditures on some accounts for fourteen months, by reason of a change of the fiscal year, as above stated. The expenses for a year were \$23,355 56, or \$46 17 per pupil.

The cost per pupil, in consequence of the increase of the number to one commensurate to the size and character of the building and the faculty, was last year only \$48 47; an amount certainly very reasonable—indeed less than the cost of ordinary tuition in the good private schools of this city.

Library Account.—By law, the share to which the Academy is annually entitled in the distribution of the income of the Literature Fund of the State, is to “be applied and expended for Library books.” The following is a statement for each year, since the organization of the Academy, of the moneys held for the purchase of such books, and from what sources received, and of the amounts expended for that purpose:—

	1849.	1850.	1851.	1852.	
Appropriated by Board of Education	\$369 49	\$122 00	\$2,200 00	.....
Literature Fund of State.....	.....	.....	1,070 60	826 51	
Balance from previous year.....	.....	.....	.....	3,370 60	
	<hr/>	<hr/>	<hr/>	<hr/>	
Total.....	\$369 49	\$122 00	\$3,370 60	\$4,197 11	
Expenditure for books.....	369 49	122 00	.....	3,714 98	
	<hr/>	<hr/>	<hr/>	<hr/>	
Balance .....	.....	.....	\$3,370 60	\$482 13	

	1853.	1854.	1855.	1856.	Totals.
Appropriated by Board .....	.....	.....	.....	.....	\$2,791 49
Literature Fund.....	\$1,008 58	\$852 22	\$824 99	\$737 90	5,320 80
Balance on hand.....	482 13	1,233 41	1,304 26	853 90	
	<hr/>	<hr/>	<hr/>	<hr/>	
Total.....	\$1,490 71	\$2,085 63	\$2,129 25	\$1,591 80	\$8,112 29
Expended.....	257 30	781 37	1,275 35	1,580 44	8,100 93
	<hr/>	<hr/>	<hr/>	<hr/>	
Balance	\$1,233 41	\$1,304 26	\$853 90	\$11 36	\$11 36

In January, 1849, an application was made to the Legislature of the State, by the Board of Education, for an appropriation to procure a proper library for this institution. It was not granted, and the Academy does not yet possess a library near commensurate to its character and wants. The application should be renewed, and every exertion made to supply the need. When a library is procured worthy of the system of public education in this city, it might be opened judiciously to the use of the teachers in the Ward Schools.

Original Cost of the Establishment.—Besides the amounts above specified, the only moneys which have been drawn from the city treasury, on account of the Free Academy, during the

whole period of its existence, are embraced in the following statement:—

Site: paid for ground, 122½ feet on Lexington Avenue, by 200 on Twenty-third street.....	\$25,000	
Paid for four adjoining lots on Twenty-second street.....	12,810	
		<hr/> \$37,810
Building: cost of erecting and finishing.....		48,000
Furniture and fixtures originally supplied.....		13,697 60
Apparatus “ “		2,467 61
Total,.....		<hr/> \$101,975 21

Value of Academic Property.—The following statement shows the amounts which have been expended, up to the present time, on account of the Academy, for purposes of a permanent nature; the total being also a proximate value of the academic property:

	Original Expenditure.	Since paid.	Total.
Site.....	\$25,000 00	\$12,800 00	\$37,810 00
Building, including repairs and alterations...	48,000 00	10,878 40	58,878 40
Furniture and fixtures.....	13,697 60	3,271 15	16,968 75
Scientific apparatus and specimens.....	2,467 61	6,046 64	8,514 25
Library.....		2,791 49	2,791 49
Total expended from City Treasury.....			<hr/> \$124,962 89
Add purchases for Library with moneys received from Literature Fund of State.....			5,320 80
Total expenditures on permanent account.....			<hr/> \$130,283 69

The amount paid for repairs, &c., includes work to the amount of \$763 18, done through the Shop of the Board of Education. Text books and other small supplies of a permanent nature are not included. Besides the property purchased, valuable donations of books, works of art, &c., have been made to the institution. The present value of the academic property is about one hundred and fifty thousand dollars.

EXPENSES OF NORMAL SCHOOLS.

These schools were established by the late Public School Society, and were transferred by it to the Board of Education

in the month of August, 1853. Since that time, the expenses of each year have been as follows:—

	1856.	1855.	1854.	1853.
Teachers' salaries.....	\$7,217 31	\$4,941 40	\$3,854 11	\$757 26
Janitors' wages.....	.....	.....	45 00	.....
Supplies from Depository.....	3,850 86	1,746 48	2,233 99	619 69
Furniture.....	90 09	346 50	253 00	223 25
Diplomas.....	54 00	374 00	.....	.....
Expenses of exhibition.....	153 84	130 13	47 32	.....
Printing and advertising.....	479 80	250 00	98 75	.....
Other expenses and supplies.....	142 21	37 18	96 32	.....
Totals.....	\$11,988 11	\$7,785 69	\$6,628 49	\$1600 20

The expenses of 1853 are only for a fraction of a year, and those of 1856 include the expenses of the Daily Normal School, which was commenced early in the year. It received supplies from the Depository to the amount of \$1379 40, and the teachers were paid at the annual rate of \$2400. A comparison of the expenses of the several years is not practicable, but the increase is evidently moderate.

CURRENT EXPENSES OF WARD SCHOOLS.

Schedule No. 3, hereto annexed, shows the details, by wards, of the current expenses of Ward Schools during the year 1856, including supplies from the Depository and repairs by the Shop. The following table gives the aggregates of the items of these expenses for each of the last five years:—

	1856.	1855.	1854.	1853.	1852.
Teachers' salaries, \$432,171 14	\$394,900 36	\$291,610 56	\$198,576 60	\$151,178 16	
Janitors' " 22,036 35	19,357 04	13,232 43	8,020 54	6,357 06	
Repairs, 22,734 68	32,681 33	20,910 75	12,896 30	9,633 08	
“ by shop,.... 7,703 91	6,526 38	5,806 43	1,363 01	.....
Furniture, 2,315 48	1,641 10	788 14	1,066 76	.....
Fuel, 24,136 96	25 539 12	23,773 59	10,382 10	7,856 53	
Supplies from Depos. 69,573 01	52,934 24	49,515 91	11,254 75	.....
Other supplies, 4,264 96	7,290 19	7,643 43	27,753 80	25,087 06	
Cleaning, 5,528 18	4,320 44	4,768 43	3,783 47	1,886 67	
Printing & advertising, 2,134 25	1,831 16	1,457 19	607 32	439 03	
Assessments, ..... ..	.....	503 26	182 43	92 63	
Miscellaneous, 45 06	.....	.....	.....	.....
Totals, ..	\$592,643 98	\$547,021 36	\$420,010 12	\$275,887 08	\$202,530 21

A part of the items for 1852 are for a period of fourteen months, and none of those for that year include any of the expenses of the schools of the Public School Society. These latter, as above stated, became Ward Schools in the year 1853, and the items for that year embrace the expenses of all the schools for a period somewhat less than half a year. As the average attendance at the Public Schools, previous to the union, was nearly equal to that at the Ward Schools, it would be about right, allowing for the increase in the attendance, to estimate as proportionate for 1854, an expenditure somewhat more than double that for 1852. It will be seen that the expenses for 1854 were about in that proportion; and we thus find that the rate of expense was substantially the same during the three years 1852, 1853, and 1854. On comparing the expenditures for 1856 with those for 1854, however, it appears that the increase in two years was more than forty-one per cent. The causes of this excessive rate of increase and the practicability of checking it, are points worthy of serious attention.

It should be premised that these expenditures are controlled by the Trustees of the several wards; and that the Board of Education has no power whatever over them, except such restrictions as can be imposed by "general rules and regulations," and the scrutiny of its president and clerk, by whom they are paid, who can keep them within the limits of such "rules and regulations," and the provisions of the School Law. It cannot be claimed that the Board of Education which, as its members are *ex-officio* trustees, is sympathetic with the local boards, has thoroughly discharged its duty in the enactment of "general rules and regulations;" but those which were in operation during the past year, were fully as restrictive as those of any previous year. The supervision of the president, to say the least, was as efficient to exclude improper disbursements, during the years 1855 and 1856, as at any former time; while the same clerk acted throughout the whole period. As long as the expenses incurred by the Trustees for the Ward Schools are within the restrictions of the laws of the State and the by-laws of the Board of Education, there is no power to prevent their payment; and consequently no barrier between

the Trustees of the Ward and the public treasury. An improper amount of expenditure, therefore, must necessarily be the result either of defect or error in the laws or by-laws, or of wrongful or unwise conduct on the part of the Trustees of the Ward.

COMPARATIVE EXPENSES OF THE WARDS.

It will be interesting, before reviewing the items of these expenses, to examine the rates of expense in the respective wards. The following table gives, for each of the last two years, for each ward, the aggregate expenses; the average attendance of pupils; the cost per pupil, or per each unit of the average attendance, and the increase or decrease in the cost—the wards being arranged in the order of their rates of expense for 1856:

	EXPENSES.		ATTENDANCE.		COST PER UNIT.		INC. IN	DEC. IN
	1856.	1855.	1856.	1855.	1856.	1855.	Cost.	Cost.
13th Ward,	\$27,520 45	\$24,545 86	2733	2875	\$10 18	\$8 54	\$1 64	—
17th “	22,203 33	20,563 58	2126	2410	10 45	8 51	1 94	—
16th “	39,436 09	41,430 46	3734	3812	10 59	10 87	—	23
9th “	39,672 86	40,979 64	3415	3493	11 62	11 71	—	09
5th “	21,761 09	22,783 12	1790	1783	12 16	12 73	—	62
20th “	35,891 03	19,643 73	2941	2073	12 20	9 45	2 75	—
10th “	39,455 11	30,448 33	3211	3176	12 29	12 42	—	13
21st “	23,076 37	17,222 80	1827	1766	12 63	9 75	2 88	—
22d “	29,650 79	31,541 83	2309	2223	12 84	14 16	—	1 32
1st “	14,289 01	14,523 22	1063	1146	13 44	12 67	77	—
11th “	51,713 92	46,036 29	3712	3747	13 91	12 29	1 62	—
12th “	26,523 63	26,581 90	1873	1796	14 16	14 80	—	64
13th “	33,876 29	37,889 01	2343	2641	14 46	14 16	30	—
8th “	29,572 41	31,700 20	1994	2018	14 33	15 71	—	83
7th “	36,454 83	32,062 86	2403	2266	15 17	14 15	1 02	....
14th “	31,464 13	28,889 13	2019	1972	15 58	14 65	93	....
4th “	25,121 29	23,410 74	1601	1685	15 69	13 89	1 80	....
6th “	27,288 54	23,206 97	1581	1483	17 26	15 65	1 61	....
15th “	26,842 78	19,033 15	1409	1417	19 05	13 43	5 62	....
10th “	10,524 83	6,023 89	514	454	20 48	13 27	7 21	....
Totals,	\$592,643 93	\$547,021 86	44,603	44,261	\$13 29	\$12 36		

This table exhibits a very marked disparity in the cost of conducting the schools in the several wards; yet in justice it should be added, that there are many circumstances which bear upon, and should be considered in connection with, this point. Besides an increase in salaries and other continuous expenses, there are other causes which may affect the cost of the schools in a ward, such as the number of pupils they will accommodate; the ful-

ness of the attendance; the proportionate number of children in the Primary Schools; the opening of a new school; and an unusual expenditure for repairs and other contingent expenses. Each of these has doubtless operated, here and there, to aid the wide differences in the expenses shown by the foregoing table. But, with due allowance for such circumstances, it is certain that expenditures must be made with a great deal more of caution, at least, in some wards than in others. An increase in one year of more than fifty per cent. in the cost per unit of the average attendance, which is the case in one ward, is a result which should never appear. The ward in which the cost is at the lowest rate, is the Eighteenth; and the one showing the greatest decrease in cost is the Twenty-second; while the Nineteenth manifests at once the greatest cost and the greatest increase. For the purpose of comparison, the expenses of these wards are given in detail, for each of the last two years. They are as follows:—

	EIGHTEENTH WARD.		TWENTY-SECOND WARD.		NINETEENTH WARD.	
	1856.	1855.	1856.	1855.	1856.	1855.
Teachers.....	\$19,092 33	\$16,053 22	\$22,165 59	\$23,101 41	\$7,870 04	\$4,373 09
Janitors.....	1,634 98	1,211 16	804 09	813 80	767 04	113 66
Repairs.....	1,394 75	1,970 22	731 90	2,858 69	462 19	77 25
Furniture.....	410 25	178 25	104 67	187 36	....	....
Fuel.....	1,403 15	1,246 57	1,277 99	1,164 52	5 00	811 87
Depository.....	3,299 03	3,354 73	4,095 11	2,803 37	1,093 73	516 64
Other Supplies	150 71	133 50	212 27	207 80	177 90	38 70
Cleaning.....	365 50	334 73	174 50	319 20	30 00	21 18
Printing, &c.....	69 70	53 33	84 67	85 23	118 83	61 50
Total expenses..	\$27,820 45	\$24,545 86	\$29,650 79	\$31,541 38	\$10,524 83	\$6023 89
Average Attendance.	2,733	2875	2309	2223	514	454
Cost per unit.....	\$10 13	\$8 54	\$12 84	\$14 16	\$20 43	\$13 27

It appears from the above that the amount paid to teachers, per each unit of the average attendance was \$6 84 in the Eighteenth Ward, \$9 60 in the Twenty-second Ward, and \$15 31 in the Nineteenth. In the last ward, with a slight increase in the average attendance, the amount paid for teachers' salaries was nearly doubled. Such facts as are above presented show strongly the necessity of limiting the expenses in the respective wards.

This necessity, however, is most forcibly demonstrated by a view of the great increase of the aggregate expenses of the

Ward Schools, which has been adverted to above. The following table gives, for each year since the organization of the Board of Education, the aggregate expenses, the average attendance of pupils, the cost per each unit thereof, the whole number taught, and the cost per each unit thereof:—

Year.	Aggregate Expenses.	Average Attendance.	Cost per Unit.	Whole No. Taught.	Cost per Unit.
1842.....	\$129,809 42	16,761	\$7 74	47,039	\$2 71
1843.....	185,420 04	19,467	9 53	59,385	3 12
1844.. ...	200,973 66	24,350	8 25	60,851	3 30
1845.....	189,107 17	25,665	7 36	71,160	2 66
1846.....	194,036 17	28,075	6 91	75,465	2 57
1847.....	211,802 94	32,122	6 59	89,599	2 36
1848.....	230,585 74	35,364	6 52	95,045	2 42
1849.....	248,300 51	35,998	6 87	102,974	2 41
1850.. ...	274,794 59	40,055	6 86	107,363	2 55
1851.....	222,283 74	42,960	5 17	116,627	1 90
1852.....	323,693 95	44,596	7 48	127,237	2 54
1853.....	381,327 07	43,740	8 68	123,530	3 08
1854.....	420,010 11	42,887	9 89	123,528	3 40
1855.....	547,021 36	44,261	12 36	131,022	4 28
1856.....	592,643 98	44,608	13 29	128,205	4 62

Some of the expenses of 1851 were only for ten months, while the same portions of 1852 were for fourteen. The items previous to 1854 embrace the Corporate Schools also, while the expenses included for them were generally only their share in the annual apportionment; the effect of which is to diminish somewhat the rate of cost stated, below what it was for the Ward Schools alone. The items for the last three years embrace only the Ward Schools, and are strictly correct in principle, though it is not practicable to ascertain the precise expenses of any year by itself. The cost stated for 1854 was not a material increase upon the actual expenses of the Ward Schools for several years next previous; but since that year, the increase has been very great.

In the Annual Report of last year it was stated, with somewhat of exultation, that amid the general charges of official corruption, the "Board had yet to learn of the first whispering against any School Officer, member of this Board, or otherwise." Such a fact was truly a matter of congratulation; but

it cannot be repeated, so far as the local officers are concerned ; though the members of this Board remain without accusers. Within the past year, formal charges of official corruption have been preferred against three Trustees by their respective associates ; though neither has been convicted. Yet, coupling the fact that such loud complaints begin to come up from the Local Boards, with the increase of the ward expenses at a rate which threatens the destruction of the system of public education, its true friends will perceive that there is a vital necessity for setting bounds to these expenditures before they have precipitated the result they involve. It is certain that even now, as a general thing, the expenses are not excessively large ; but they should be checked before they become so. The adoption of a practicable plan for the limitation of these expenses, by "general rules and regulations," is the most important duty now devolving upon the Board of Education, and it is earnestly commended to its most serious attention.

The most important of the items which make up these expenses will now be considered.

SALARIES OF TEACHERS AND JANITORS.

Teachers.—The greatest increase in the expenses of the Ward Schools has been on this account. The amount paid for teachers' salaries for the year 1856 was forty-eight per cent. larger than that for 1854 ; the amount for 1855 being an increase of thirty-five per cent. upon that for 1854 ; while in 1856 there was an increase of nine per cent. upon 1855. At this rate of increase for the next two years, the salaries would be doubled in four years ; and, although it is not probable that the future increase will be as large, yet the danger of an unhealthy growth is imminent enough to demand immediate action.

There were special causes for the increase in 1855. There had been lately two systems of public education, which may be said to have been rivals. The corporate society, which conducted one system, was very much straitened in its finances, and unable to pay its employecs an adequate compensation ; while those who had the key to the public treasury for the support of the other, were restrained by a desire that their schools

should not be prejudiced in the public estimation, by being much more expensive. It was reasonable that the removal of these restraints should tend to secure a more worthy return to the teachers for their services. Even more potent than this, was the necessity for increased wages which pervaded every employment, private as well as public, in consequence of the enhanced cost of living attendant upon the exuberant growth of the material prosperity of the country. Yet these causes, efficient as they were, would not have sufficed to accomplish the large increase of the year 1855. Their healthy operation was not only aided, but stimulated and carried to excess, by injudicious by-laws of the Board of Education.

On the 15th of November, 1854, after the subject had been before it for consideration more than six months, the Board of Education, by a vote of 23 to 14, adopted a series of by-laws limiting the number and prescribing the positions of the teachers to be employed in the several schools, and fixing a maximum salary for each position. This measure originated with a view of systematizing the schools, and securing uniformity and economy in the salaries paid to teachers; under a remembrance of the unfavorable influence upon the Public School Society of the vigorous competition of the more powerful popular system in the strife to secure teachers; and an undue apprehension that the rivalry between the several wards would for the future be equally deleterious. It was pressed to adoption by as good men as ever entered into the public service. Its effect, however, was injurious. The endeavor to prescribe a uniform arrangement of the classes, without previously securing some degree of uniformity in the size and character of the schools, only resulted in an increase in the number of the teachers necessarily employed; and the attempt to limit the salaries by maximum rates, was effective to accomplish a systematic raise to the highest points. While in many cases the best teachers, being at the highest notch, could receive no increase, the poorer ones seldom failed to reach the maximum. It would be difficult to show that these by-laws in any case saved a single dollar; while it is certain that they swelled the aggregate increase of salaries beyond what it would otherwise have been. Having been found impracticable and injurious, the by-laws were repealed on

the 21st of March, 1855, by a vote of 22 to 13; but "the evil that they did lived after them." The greatest increase in salaries was previous to the repeal of the by-laws, yet they stimulated a tendency which has been more or less operative to the present time.

Although the attempt heretofore made by experienced men, to regulate and limit the payments for salaries, was unsuccessful, it does not follow that there should be no further effort to accomplish the object. On the contrary, it is certain that the constant endeavor to raise salaries by a species of leverage, with each Board of Trustees as a separate fulcrum, if we may judge from the experience of the past, will inevitably, unless checked, be carried to a destructive extent, and our school system be overthrown in consequence of its great cost.

Probably, the salaries at present paid are generally not too high; and very likely, in some cases, they should yet be increased. The point is, to fix reasonable limits within which the *expenditure* must stop; to fix an impassable barrier at these limits, and keep it there until it is deemed best, upon mature consideration, to move it, of course reserving a power to grant an increase in a case of exigency. The failure of the former effort has demonstrated that this result cannot be accomplished by a system of maximum salaries, for merit cannot be brought to a "dead level," except of mediocrity. But a limitation of the payment for each school, except in special cases, according to a scale graduated in proportion to the average attendance of pupils for the year next previous, might be tried, and would most likely be successful. Of course, there are differences in the character and size of the schools, which must be taken into account. A grammar school cannot be taught at the same rate as a primary, nor a small school as cheaply as a large one. These differences, however, could be rightly adjusted in fixing the scale of payment, and justice done to all. Whatever system may be thought most practical, most just, and most effective to the end in view, should be matured and put into operation before the expenditure becomes so large that surgery will be necessary as well as diet.

Janitors.—The increase in the payments to janitors of the

Ward Schools in the year 1856, over that in 1854, was sixty-six per cent. ; the payment on that account for 1855 was fifty-six per cent. larger than for 1854, and that for 1856 increased fourteen per cent. upon 1855. There is nothing unreasonable, however, in this increase. The area of school room has increased largely ; and a large school building, such as many we now have, attended by nearly two thousand children, and warmed by furnaces, requires the constant services of a capable and careful man. Formerly, in the small and miserable building occupied by a school, a woman was employed to sweep out, and make fires out of school hours ; and if, while school was in, more fuel was needed, a large boy was sent down in the yard for an armful of wood. These primitive arrangements have mostly disappeared, and with the modern improvements, necessarily came additional cost.

REPAIRS AND CLEANING.

Repairs.—This item presents an aspect quite satisfactory ; not because the increased expense on this account has been small, for the fact is otherwise ; but because the increase appears to have been reasonable and adapted to the necessities of the time being. The bad condition of the buildings transferred by the Public School Society to the charge of the Board of Education, necessitated, in addition to the large outlay for rebuilding some and enlarging others, greatly increased expenditure for mere repairs. The expenditure for such repairs culminated in 1855, when it reached for the Ward Schools, including repairs by the shop, the sum of \$39,207 71. For this year the amount is only \$30,438 59, being a decrease of \$8,769 12. The item must remain a large one.

There has been much doubt as to the proper construction of that provision of the school law which prohibits the “repairing of any building, when such repairs shall exceed in amount the sum of two hundred dollars,” except by contract after a previous estimate by the School Officers of the ward, and an appropriation by the Board of Education. This limit of two hundred dollars has been variously claimed to apply to the annual expenditures for repairs in each ward, to the like outlay for each building, and to the cost of a particular repair or alter-

ation, so that the items of expense therefor could not amount in the aggregate to more than the limit. This last construction is the one which has become established, and, no doubt, correctly, in view both of the intention of the law and the necessities of the service. Every School Officer knows from experience that it is not practicable to make formal contracts for most of the work done upon school houses; yet it is equally certain that there should be a limit to the annual expenditure on this account, except in cases of special appropriation. Such a limit could easily be made practicable by graduating the amount to the size of the building.

Repairs by the Shop.—The law leaves the local officers at liberty to use this agency for repairs or not. In a few wards it has been largely employed, but in most of them the work is done by private parties. Schedule No. 4, hereto annexed, gives a statement of the amount of work, and on what accounts, done through the Shop in each year, since its transfer to the Board by the Public School Society. The following are the totals:—

	1856.	1855.	1854.	1853.
Ward Schools, ordinary work.....	\$7703 91	\$6526 38	\$5806 43	\$1363 01
“ “ Special appropriations.	1700 00	2522 94	1021 76	
Total for Ward Schools.....	\$9403 91	\$9049 32	\$6828 19	\$1363 01
Free Academy	251 25	175 90	336 03	.....
Hall of the Board of Education	573 04	408 74	5179 32	1675 93
Depository.....	463 12	443 58	347 98	.....
Workshop	69 80	158 85	200 24	20 00
Total.....	\$10,761 12	\$10,236 39	\$12,891 76	\$3058 94

More of the work than is above shown was done under special appropriations, and any such part in the statement above made of the expenses of the school system would be included under the item of the Shop, and also of Appropriations.

The following is the amount in each year of payments on account of the shop and of work done:—

	1856.	1855.	1854.	1853.	Totals.
Payments....	\$9,910 65	\$15,831 57	\$15,926 68	\$945 38	\$42,614 28
Work done..	10,761 12	10,236 39	12,891 76	3,058 94	36,948 21
Excess of payments over work done.....					\$5,666 07

This excess represents expenses of stable, and other incidental expenses, materials on hand, and bills paid for work or materials procured in connection with work done by the shop, and charged to it. The Superintendent of School Buildings, who is at the head of this department, is an excellent officer, and his services should be retained in any event; but the expediency and economy of doing small repairs through a central workshop may be doubted; and the law requires work to an amount over \$200, to be by contract.

Cleaning.—The amount paid for cleaning the Ward School premises during the past year was \$5528 18, being an average of \$56 95 for each building and tenement. The increase on previous years was small, and warranted by the enlargement of school premises. The teachers generally take a considerable pride in keeping their schools clean; and their efforts in respect to both premises and pupils should be encouraged.

SUPPLIES.

The increase in the expenses on this account for the past year is very unsatisfactory. Adding together for each of the last five years the two items above stated, of "supplies from Depository," and "other supplies," which include all the supplies for the Ward Schools, except of fuel and furniture, the totals are as follows: 1852, \$25,087 06; 1853, \$39,008 55; 1854, \$57,159 34; 1855, \$60,223 42; and 1856, \$73,837 97. The amount for 1854, is that of the first full year of supplies to all the schools, and the increase in 1855 was remarkable; but the increase, in 1856, of $22\frac{1}{2}$ per cent. upon 1855 is excessive. This increase is in the supplies furnished from the Depository. The "other supplies," which include books different from those on hand at the Depository, and some other articles not supplied from thence, amounted to about \$3000 less in 1856 than in 1855; and that decrease justifies an increase of an equal amount in the "supplies from the Depository." But the total increase in the latter amounted to nearly \$17,000.

Depository.—In Schedule No. 5, hereto annexed, is a statement of the supplies furnished from the Depository during

the year 1856, showing the details of the distribution. The aggregates, contrasted with previous years, are as follows :

	1856.	1855.	1854.	1853.
Grammar Schools.....	\$52,223 10	\$39,755 20	\$36,735 69	\$7,865 19
Primary "	15,855 87	11,775 52	11,470 90	2,508 77
Colored "	1,494 14	1,403 52	1,309 31	456 18
Total Ward "	\$69,573 01	\$52,934 24	\$49,515 90	\$10,830 11
Evening "	8,281 97	3,985 00	2,686 77	424 64
Normal "	3,850 86	1,746 48	2,233 99	619 69
Free Academy.....	4,631 57	2,497 50	2,675 29	112 25
Official Departments....	1,415 69	276 51	442 25	
Totals	\$87,753 10	\$61,439 73	\$57,554 20	\$11,986 69

The Depository, an institution of the Public School Society, came under the jurisdiction of the Board of Education in the year 1853. Its transactions during the remainder of that year were unimportant, except with the schools transferred with it from that Society. Since then nearly all the supplies have been furnished through its organization.

The following is a statement for each year of the amount of purchases for the Depository, and of the distribution from it :

	1856.	1855.	1854.	1853.	Totals.
Purchases.....	\$83,248 36	\$69,679 63	\$61,349 87	\$20,008 25	\$234,286 11
Distribution....	87,753 10	61,439 73	57,554 20	11,986 69	218,733 72
Excess of purchases.....					\$15,552 39

The amount of bills remaining unpaid, about \$2,000, is included in the purchases of 1856. The excess represents stock on hand. An establishment of this kind must unavoidably accumulate more or less dead stock. Such loss, however, may be avoided, by preserving the contract system, yet letting the requisitions go directly from the wards to the contractors ; and the supplies be sent by the latter in bundles to the Hall of the Board, and thence delivered with a horse and wagon as now ; which change would also take away the opportunities for wrongful conduct incident to a central system like the present. It is also practicable to limit the supplies for each school to an annual amount, dependent on its size and character, leaving the local officers to exercise their own judgment in the expenditure of the

same. Such a system would confine the expenditure within proper bounds, and be just, and, doubtless, satisfactory to all.

FUEL.

The payments on this account, during the last five years, have been as follows: 1852, \$7,856 53; 1853, \$10,382 10; 1854, \$23,773 59; 1855, \$25,539 12; and 1856, \$24,136 96. There were only some two-fifths of the present number of schools in 1852, and the quantity of space to be warmed is now full four times as great: the increased expenditure is therefore moderate and satisfactory.

EXPENSES OF THE EVENING SCHOOLS.

The following table shows the total cost of the Evening Schools for each of the last five years, and also the subdivisions thereof according to the items of expenditure:

	1856.	1855.	1854.	1853.	1852.
Teachers' salaries.....	\$32,547 85	\$25,446 66	\$18,632 52	\$12,466 47	\$10,023 00
Janitors' wages.....	1,646 00	1,400 22	851 36	594 00	534 27
Gas fixtures and repairs.....	1,071 70	1,548 76	1,102 70	1,214 17	226 74
Fuel.....					460 00
Lighting	3,393 45	2,910 72	2,076 02	1,242 35	1,146 75
Printing and advertising.....	560 13	579 89	441 76	331 76	127 63
Certificates	413 17	330 00			
Books and stationery				1,536 86	1,440 43
Supplies from Depository.....	8,291 97	3,985 00	2,686 77	424 61	
Other supplies and expenses...	342 00	185 12	440 45	178 16	133 51
Totals.....	\$45,256 27	\$36,386 37	\$26,234 53	\$17,983 38	\$14,092 33

There has been no special disbursement for fuel for Evening Schools since 1852; but the fuel provided for the Day Schools in the same building is used.

The expense of certificates previous to 1855, is probably included in the last item of the table.

The increase in the expenses for 1856 over 1855 was \$11,869 90.

No correct comparison of the expenses of the several years can be made, unless the amount of work done is also considered. This is shown by the number of schools and pupils, and the duration of the terms. In each of these respects there has been

a gratifying increase. The following table presents, for each of the last five years, a statement of the number of schools, of weeks in the school sessions, and of pupils on register; the average attendance of pupils; the aggregate of the attendance of pupils, obtained by adding together the number of times the several pupils attended; and the cost, per pupil on register, per each unit of the average attendance, and per pupil for each evening of attendance:

	1856.	1855.	1854.	1853.	1852.
Number of schools open.....	36	29	27	25	23
“ “ weeks in session.....	21	21	19	14	14
“ “ pupils on register.....	14,992	12,662	12,012	9,313	8,074
Average attendance during year.....	5,649	4,723	4,065	3,319	2,736
Aggregate of attendance by sessions.....	581,866	495,975	386,235	232,330	191,520
Cost per each pupil on register.....	\$3 22	\$2 87	\$2 13	\$1 93	\$1 74
“ “ “ unit of average attendance...	8 54	7 70	6 45	5 41	5 15
“ “ pupil per evening.....	.08¼	.07¾	.06¾	.07¾	.07¾

The last item is the best test of the comparative expense, as it is based on the actual extent of the tuition. Nearly the whole of the increased cost of these schools for the past year has been occasioned by the extraordinary increase in the supplies from the Depository. Doubtless there is liability to waste, in the use of books, &c., in the Evening Schools, but not necessarily more in one year than in another.

Every reflecting person will appreciate the benefit of these schools in keeping a class of persons, generally exposed to temptation, away from idleness and crime, at a time of especial danger, even if they learned nothing; and that, too, at the moderate cost of eight cents and a quarter an evening each.

CORPORATE SCHOOLS.

The payments to Corporate Schools, being their shares in the annual apportionment, have been as follows: 1856, \$24,282 72; 1855, \$19,548 43; 1854, \$17,584 79; 1853, \$13,005 81; 1852, \$11,407 94. In 1856, the schools of the Ladies' Home Missionary Society and the Five Points House of Industry participated by virtue of an Act of the Legislature, and received \$3453 10, which is included above. The Board of Education should take care that no further additions are made, as they are somewhat in violation of the principles governing the school system.

INCIDENTAL EXPENSES.

The incidental expenses of the school system, during the year 1856, were as follows:—

Salaries of the Clerk of the Board of Education and six assistants, City Superintendent of Schools and two assistants, Superintendent of School Buildings, Inspector of Fuel, Janitors, &c.	\$17,731 19
Printing, engraving, &c.	6,455 94
Binding documents.	462 85
Blank books and stationery.	188 67
Newspapers and advertising.	161 99
Postage and express charges.	328 10
Supplies and sundry expenses.	162 11
Fuel for the Hall of the Board of Education.	355 18
Lighting " " "	272 80
Cleaning " " "	188 86
Repairs at " " "	416 25
Sleigh for Depository.	40 00
Iron safe for clerk's office.	500 00
Frame for portrait of Geo. T. Trimble, Esq.	90 00
Counsel fees.	500 00
Total.	\$27,853 94

The last three items were special appropriations. The expenses of each of the last two years were as follows:—

	1856.	1855.
Salaries.	\$17,731 19	\$17,385 69
Printing, engraving, &c.	6,455 94	7,067 46
Binding documents.	462 85	171 39
Blank books and stationery.	188 67	261 19
Newspapers and advertising.	161 99	117 94
Postage and express charges.	328 10	240 46
Fuel for the Hall.	355 18	351 85
Lighting. "	272 80	291 40
Cleaning "	188 86	155 00
Repairs at "	416 25	273 69
Furniture for "	590 00	450 41
Law expenses.	500 00	.....
Sundries.	202 11	562 71
Totals.	\$27,853 94	\$27,329 19

The expenses of the Hall are for the benefit of the Normal Schools as well as of the official departments.

RENTS.

The following is a statement of the amounts paid for rents in each of the last two years, with the rates at which they were paid:

Ground Rents.

Schools.	To whom paid.	1856.		1855.	
		Rate.	Payments.	Rate.	Payments.
W. S. 29.	Prot. Epis. P. S. Society	\$975 00	\$975 00	\$975 00	\$975 00
P. S. 2 & 13.	W. H. Kissam, guardian.	157 50	157 50	157 50	157 51
" 31 & 32.	Trinity Church.....	100 00	100 00	100 00	125 00
" 50 & 51.	" "	175 00	175 00	175 00	218 75

Rents of Tenements.

W. S. 25.	A. P. Halsey, attorney, &c..	400 00	400 00	400 00	400 00
27.	Estate of Eugene Valentine,	500 00	500 00	500 00	500 00
30.	Second street M. E. Church,	300 00	325 00	300 00	250 00
	Yorkville P. S. Society.....	188 48	188 48	188 48	188 48
P. S. 1.	Orchard street Church....	200 00	200 00	200 00	200 00
4.	Bethseda Baptist Church..	200 00	77 77	200 00	200 00
6.	Suffolk st. Chris. Soc.....	discontinued		discontinued	65 00
7.	Sixth st. Baptist Church.....	250 00	250 00	250 00	275 00
12.	Seventh Presbyterian Ch...	250 00	187 50	250 00	250 00
15.	Stanton st. Bapt. Church...	200 00	187 50	175 00	162 50
16.	Cannou st. " ...	500 00	500 00	500 00	600 00
19.	20th st. Cong. Church.....	250 00	250 00	250 00	250 00
20.	11th Presbyterian Church...	250 00	250 00	250 00	275 00
28.	New York Dispensary.....	300 00	300 00	300 00	300 00
34.	Bloomington Bapt. Church,	200 00	200 00	200 00	200 00
45.	German Ev. Miss. Church...	250 00	250 00	250 00	275 00
46 & 47.	1st Sabbatarian Church....	300 00	300 00	300 00	300 00
53.	Union Cong. Church.....	300 00	300 00	300 00	300 00
54.	West 23d st. Bapt. Church,	185 00	185 00	185 00	354 00
55.	1st Wesleyan M. Church...	150 00	156 00	150 00	150 00
57.	Demilt Dispensary.....	800 00	800 00	800 00	800 00
	3d Universalist Church....	200 00	200 00	200 00	200 00
C. S. 3.	African Union Church.....	25 00	25 00	25 00	25 00
4.	" M. E. Church.....	36 00	36 00	36 00	36 00
5.	Chris. Schwarzwaelder.....	425 00	425 00	425 00	425 00
6.	Milton L. Weston.....	.....	.....	60 00	60 00
	Leon Deitz.....	600 00	400 00	.....	.....
C. P. S. 1.	African Union Church.....	175 00	87 50	.....	.....
2 & 3.	German M. Church.....	350 00	350 00	350 00	350 00
Total permanent rents....		\$9,191 98	\$8,738 25	\$8,451 98	\$8,867 24

Temporary Rents.

W. S.	2.	1st Bapt. Mar. Church.....	.....	.....	140 00
	11.	Several parties.....	.....	.....	473 33
	12.	" " .....	.....	385 00	.....
	13.	" " .....	.....	700 01	.....
	34.	" " .....	.....	260 00	.....
	49.	Kips Bay M. E. Church.....	.....	.....	300 00
Total payments,			<u>.....</u>	<u>\$10,083 26</u>	<u>\$9,780 57</u>

The temporary rents are for premises occupied by schools during the erection or enlargement of buildings. Primary Schools 6 and 12 have been removed to Ward School 4, and their rents will be discontinued. During the past year the Board have authorized the erection of a building on a new site for Ward School No. 20, and the pupils in Primary Schools 1 and 4 will be removed to the school in the new building, or to the Primary School to be kept in the one now occupied by No. 20. The purchase of a site in Mott street has also been authorized, on which a building will be erected for Primary School 28. A church has also been purchased in Fourth street, between Avenues B and C, which will accommodate a large Primary School to be formed by the union of so-called Ward School 30 and Primary Schools 7, 20, and 53. The removal of the schools above specified into buildings owned by the city will accomplish an annual saving of \$2,050 in the rent of tenements; and it is to be hoped that the item will disappear entirely at an early day.

The Board continue to pay rent for a building in Eighty-sixth street, formerly occupied by Ward School 37, and for the basement of a church corner of Bleecker and Downing streets, formerly occupied by Primary School 22. It is proper that the validity of the claims for these rents should be investigated, and if they are found substantial, they should be compromised by the immediate payment of a reasonable discharge. The matter of leases is in a very loose state, but few records being accessible. A statement should be prepared, showing the terms of those now running; and it would also be well to pass a by-law that no premises should hereafter be hired without the consent of the Board, nor unless a duplicate or copy of the lease is filed with the clerk.

SCHOOLS IN BASEMENTS.

Closely connected with the subject of rents is that of schools in basements, which are generally hired. It has been a source of regret to all who have realized the fact, that so many children have been confined during their school hours in basements, upon or below the surface of the ground, which are always more or less damp, and usually cheerless. No estimate can be formed of the number of teachers and children who have, from this cause, been laid in untimely graves, further than that it must be a large one. The Board of Education, and the local officers, have been constantly at work to diminish this evil, and it will, probably, before many years, be entirely removed.

At the time of the union of the schools of the Public School Society with the Ward Schools, there were forty-three schools taught upon the ground floor, and most of them below the level of the street, of which thirty-six were Public Schools, and seven Ward Schools. Of these, one (Primary No. 11) has been discontinued, and twenty are now taught, or will be as soon as the buildings already ordered are ready, upon upper floors, as follows:

<i>Removed to new buildings.</i> —Primary Schools Nos. 6, 7,	
9, 12, 20, 21, 22, 28, 53—total.....	9
<i>Removed to other buildings.</i> —Primary Schools Nos. 1, 4,	
8—total.....	3
<i>Rebuilt.</i> —Ward Schools Nos. 11, 13, 18—total.....	3
<i>Buildings raised.</i> —Ward Schools Nos. 2, 3, 5, 12—total..	4
<i>Removed to another floor of same building.</i> —Primary Department of Ward School No. 10.....	1
	—
Total number removed from basements.....	20

The rest yet remain in basements. They are: Primary Schools Nos. 15, 16, 19, 34, 45, 46, 47, 54, 55; Primary Departments of Ward Schools Nos. 7, 8, 9, 14, 15, 16, 17, 33, 39; Colored Schools Nos. 2, 3, 4, and Colored Primary School No. 1. Of these, the Primary Schools are all in the basements of churches, and are cases of pressing need, which should be provided for as speedily as possible.

PURCHASES OF SITES.

The appropriations made for the purchase of ground during the last three years have been as follows:

1854.	Twentieth street, between Second and Third avenues, 100 feet by half the block.....	\$13,000 00
	Twenty-second street, between Third and Lexington avenues, 100x75.....	12,810 00
	Thirty-seventh street, between Second and Third avenues, 100x125.....	9,990 00
	Twenty-eighth street, between Sixth and Seventh avenues, 110 feet by half the block	13,800 00
1855.	Chrystie street, near Delancey, 100x100	18,000 00
	Downing street, near Bleecker, 50x75	10,000 00
	West Broadway, near Franklin street.....	9,000 00
1856.	Mott street, between Walker and Bayard, 50x100 .	11,000 00
	Twenty-eighth street, between Second and Third avenues.....	3,500 00
	Fourth street, between Avenues B and C, 50x98...	11,000 00
Total.....		<u>\$110,100 00</u>

The purchases on Downing and Fourth streets, include churches, which are to be occupied for Primary Schools.

APPROPRIATIONS FOR BUILDINGS AND FURNITURE.

The following is a statement of the appropriations on this account made during the last four years, showing, under the head of each building, the several appropriations made, together with the dates and amounts of the same, and the total amount for each building:

Ward School No. 2, Henry street, 7th Ward.

1853.	Nov. 16.	Repairs	\$135 64	
1855.	June 6.	Alterations and additions...	12,419 00	
	Aug. 1.	Fitting up and furnishing ..	5,148 00	
	Dec. 19.	Extra work, &c	1,660 29	
				<u>\$19,362 93</u>

W. S. No. 3, Hudson street, 9th Ward.

1854.	June 28.	Alterations and additions...	\$8,775 00	
	July 12.	Fitting up and furnishing ..	2,500 00	
	Dec. 13.	Extra work.....	636 32	
				<u>11,911 32</u>

W. S. No. 4, Rivington street, 13th Ward.

1854.	April 12.	Rebuilding.....	\$33,990 00	
1855.	Feb. 28.	Fitting up and furnishing ..	7,993 00	
	July 18.	Extra work.....	2,456 74	
1856.	May 6.	Warming and ventilating..	3,220 00	
				<hr/>
				47,659 74

W. S. No. 5, Mott street, 14th Ward.

1854.	Dec. 20.	Cleaning after use as a cholera hospital	584 15	
1856.	June 14.	Alterations and repairs....	10,638 00	
	Sept. 10.	Furnishing and fitting up ..	3,072 75	
	Nov. 5.	Stoves	799 82	
				<hr/>
				15,094 72

W. S. No. 7, Chrystie street, 10th Ward.

1855.	April 18.	Alterations	1,800 00	
1856.	July 16.	Furniture	1,056 00	
				<hr/>
				2,856 00

W. S., No. 11, W. 17th street, 16th Ward.

1854.	April 26.	Rebuilding.....	\$27,575 00	
	Dec. 13.	Plumbing, &c.....	1,360 00	
1855.	Mar. 21.	Fitting up and furnishing...	6,700 00	
	July 18.	Warming apparatus.....	1,750 00	
				<hr/>
				37,385 00

W. S. No. 12, Madison street, 7th Ward.

1853.	Nov. 16.	Repairs	445 26	
1856.	April 16.	Additions and alterations...	13,165 00	
	July 16.	Fitting up and furnishing...	4,565 00	
				<hr/>
				18,175 26

W. S. No. 13, Houston street, 17th Ward.

1856.	Feb. 6.	Rebuilding	\$31,764 47	
	Sept. 10.	Fitting up and furnishing ..	6,122 40	
				<hr/>
				37,886 87

W. S. No. 15, Fifth street, 11th Ward.

1854.	April 5.	Repairs.....	425 99	
1855.	June 6.	Alterations	8,190 00	
	Sept. 19.	Fitting up and furnishing...	4,756 98	
1856.	Mar. 12.	Extra work	3,034 68	
				<hr/>
				16,407 65

W. S. No. 18, E. 51st street, 19th Ward.

1855.	Mar. 14.	Building	\$22,990 00	
1856.	Jan. 30.	Fitting up, furnishing and extra work.....	7,734 48	
				30,724 48

W. S. No. 20, Ludlow street, 10th Ward.

1854.	May 17.	Alterations of water closets.		594 15
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New Site.

1856.	April 16.	Building		34,770 04
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W. S. No. 22, Stanton street, 11th Ward.

1853.	Aug. 10.	Class rooms and furniture...	6,268 00	
1856.	Oct. 1.	Furniture for Primary Dep.	1,108 00	
				7,376 00

W. S. No. 23, City Hall Place, 6th Ward.

1853.	June 15.	Alterations and repairs....	\$1,792 60	
1856.	June 4.	" " "	7,511 00	
	July 2.	Fitting up and furnishing ..	2,636 00	
				11,939 60

W. S. No. 24, Elm street, 6th Ward.

1853.	June 15.	Alterations and repairs....	\$1,475 55	
1855.	July 18.	" " "	9,165 00	
	Dec. 19.	Fitting up and furnishing ..	2,652 60	
1856.	Feb. 20.	Extra work	1,581 88	
				14,875 03

W. S. No. 29, Greenwich street, 1st Ward.

1853.	Oct. 12.	Raising building		2,125 22
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W. S. No. 31, Monroe street, 7th Ward.

1853.	Nov. 16.	Repairs	\$246 90	
1854.	Sept. 20.	Erecting class rooms	500 00	
	Oct. 18.	" "	654 00	
				1,400 90

W. S. No. 33, W. 35th street, 20th Ward.

1853.	Feb. 16.	Grading, &c.....	\$233 46	
	Aug. 10.	Painting.....	680 00	
1854.	Feb. 17.	Alterations.....	725 00	
1856.	July 20.	Alterations and water closets.	1,700 00	
				3,338 46

W. S. No. 34, Broome street, 13th Ward.

1856.	May 14.	Alterations and repairs	\$6,835 00	
	June 4.	Additional	557 00	
	July 16.	Fitting up and furniture....	4,598 00	
			<hr/>	11,990 00

W. S. No. 35, W. 13th street, 15th Ward.

1853.	Aug. 10.	Repairs and furniture.....	\$4,341 00	
	Nov. 16.	Furniture	94 00	
			<hr/>	4,435 00

W. S. No. 36, Ninth street, 11th Ward.

1853.	Aug. 10.	Class rooms and furniture..	\$1,105 00	
1854.	April 5.	Alterations and repairs	287 41	
1855.	April 18.	Repairs.....	292 94	
	June 6.	Additions and repairs	8,050 00	
	Sept. 19.	Fitting up	5,243 02	-
1856.	Mar. 12.	Extra work.....	3,541 67	
			<hr/>	18,520 04

W. S. No. 37, Yorkville, 12th Ward.

1853.	June 1.	Building	\$17,147 00	
1854.	Mar. 15.	Extra work.....	110 00	
	April 26.	Fitting up and furnishing ..	3,158 00	
	July 12.	Drains, &c.....	1,141 00	
	Sept. 20.	Furnaces	900 00	
	Dec. 13.	Warming apparatus	300 00	
1855.	April 4.	Grading	870 00	
			<hr/>	23,626 00

W. S. No. 38, Clarke street, 8th Ward.

1853.	Aug. 10.	Water closets and repairs ..	\$670 00	
1856.	April 16.	Furniture for Grammar Dep.	1,965 00	
	Sept. 10.	Furnaces	1,150 00	
			<hr/>	3,785 00

Ward School No. 39, Harlem, Twelfth Ward.

1856.	Dec. 30.	Alterations	6,744 00	
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W. S. No. 40, E. 20th street, 18th Ward.

1853.	Nov. 30.	Repairs.....	\$390 63	
1855.	July 18.	"	1,100 00	
			<hr/>	1,490 63

W. S. No. 41, Greenwich avenue, 9th Ward.

1853.	Jan. 12.	Alterations.....	\$554 23	
	June 1.	Repairing furnaces.....	300 00	

 854 23
W. S. No. 42, Allen street, 10th Ward.

1854.	Feb. 1.	Re-seating class rooms....	\$925 00	
	May 17.	Alterations of water closets .	605 85	

 1,530 85
W. S. No. 43, Manhattanville, 12th Ward.

1853.	Sept. 12.	Building	\$15,513 06	
1854.	Dec. 13.	Fitting up and furnishing ..	2,993 00	
		Extra work.....	348 29	
1855.	June 6.	Stoves	440 30	

 19,294 65
W. S. No. 44, North Moore street, 5th Ward.

1853.	May 4.	Carpenter's work	\$735 75	
1856.	May 7.	Building addition.....	9,565 00	
	July 2.	Cellar.....	704 00	
	Oct. 1.	Furniture	1,296 12	
	Dec. 30.	Extra work.....	563 74	

 12,864 61
W. S. No. 46, Carmansville, 12th Ward.

1853.	June 12.	Grading	600 00	
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W. S. No. 47, E. 12th street, 15th Ward.

1855.	Feb. 28.	Building	\$29,580 00	
	Oct. 3.	Fitting up and furnishing...	7,249 76	
		Plumbing	781 10	
	Dec. 12.	Warming apparatus.....	2,100 00	
1856.	Feb. 6.	Extra work.....	2,899 59	

 42,610 45
W. S. No. 48, W. 28th street, 20th Ward.

1864.	June 14.	Building.....	\$31,165 00	
	Sept. 6.	Warming and ventilating..	3,590 00	
	Dec. 30.	Extra mason's work.....	2,600 00	
1855.	Aug. 1.	Furniture.....	4,991 00	
	Dec. 12.	Fitting up and extra work..	4,672 91	

 47,018 91

W. S. No. 49, E. 37th street, 21st Ward.

1854.	Aug. 9.	Building	\$26,300 00	
	Sept. 6.	Additional	2,600 00	
	Dec. 20.	Pipes and flues	425 00	
1855.	Feb. 28.	Gas pipes.....	133 00	
	June 6.	Warming apparatus	1,233 76	
	20.	Fitting up and furnishing ..	6,905 50	
	Dec. 12.	Extra work.....	2,946 36	
1856.	July 30.	Ventilators	450 00	
				<hr/>
				40,993 62

W. S. No. 50, E. 20th street, 18th Ward.

1854.	Sept. 6.	Building.....	\$23,680 00	
1855.	April 18.	Gas pipes.....	255 00	
	June 30.	Fitting up and furnishing...	9,253 12	
	Oct. 3.	Warming apparatus.....	800 00	
1856.	Feb. 6.	Extra on furniture.....	198 25	
	July 2.	Building addition.....	3,820 00	
	16.	Additional	70 00	
	Oct. 1.	Furniture	981 75	
	Nov. 12.	Additional	71 00	
				<hr/>
				39,129 12

Primary Schools, Nos. 3 and 42, Cannon street, 11th Ward.

1854.	July 26.	Rebuilding.....	\$3,423 00	
	Nov. 1.	Fitting up and furnishing ..	2,927 00	
				<hr/>
				6,350 00

P. S. Nos. 5 and 18, Cherry street, 7th Ward.

1854.	Sept. 20.	Additions.....	\$500 00	
	Oct. 18.	"	653 00	
				<hr/>
				1,153 00

P. S. No. 22, Downing street, 9th Ward.

1856.	May 21.	Fitting up	\$1,905 50	
	Sept. 10.	Furnishing.....	1,050 00	
	Dec. 30.	Extra mason's work.....	80 00	
				<hr/>
				3,035 50

P. S. Nos. 29 and 30, Stone street, 1st Ward.

1853.	Sept. 28.	Repairs	383 00	
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P. S. No. 56, W. 37th street, 20th Ward.

1853.	July	6.	Building	\$15,929	51	
1854.	April	12.	Extra work, &c.....	2,450	00	
	July	12.	Furnishing.....	1,875	00	
	Dec.	20.	Fitting up, &c.....	2,185	00	
1855.	Aug.	1.	Additional	124	04	
					<hr/>	22,563 55

P. S. No. 58, E. 19th street, 18th Ward.

1853.	Dec.	30.	Building	\$11,350	00	
1854.	Feb.	15.	Drain, &c.....	1,000	00	
	May	17.	Extra work.....	320	75	
	July	12.	Furnishing large room.....	950	00	
			Fitting up	1,021	76	
	Nov.	22.	Heating pipes.....	300	00	
1856.	Mar.	19.	Extra work.....	255	52	
					<hr/>	15,198 03

Colored School No. 6, 20th Ward.

1853.	June	1.	Fitting up in 28th street...	\$300	00	
1854.	May	17.	Fitting up in 7th avenue...	275	00	
					<hr/>	575 00

Ward Schools.

1853.	Nov.	16.	Repairs.....	\$827	80	
1856.	Dec.	12.	Ventilators	667	14	
					<hr/>	1,494 94

Hall of the Board.—Normal School.

1853.	Nov.	23.	Alterations	\$4,329	74	
1854.	Mar.	1.	"	5,000	00	
	April	19.	"	5,000	00	
	June	14.	" and furnishing ..	5,000	00	
	July	12.	" and fitting up...	5,000	00	
1856.	Feb.	20.	Ventilating apparatus.....	125	00	
					<hr/>	24,444 74

Work Shop.

1854.	Sept.	6.	Repairing damages occasioned by excavation of adjoining lot.....	500	00	
Total					<hr/>	\$665,068 24

Besides the above, work for several new schools has been done by the Shop, which should properly be charged to the account of construction, though the amounts are included in the preceding tables of payments and expenses under the head of "repairs." The schools for which such work was done, and the amount for each, are as follows: No. 11, \$990 70; 13, \$1669 44; 47, \$538 54; 48, \$278.07; 49, \$2,070 14, and 50, \$514 86. Besides these, there were some smaller amounts in other cases.

The above stated total of \$665,068 24, may be divided as follows:

For schools, &c., transferred by the Public School Society, including the re-building of three full and one primary school-house.....	\$243,353 20
For Ward Schools existing at the time of the transfer, including the re-building of two of the three oldest Ward Schools, and new houses for two schools previously kept in tenements	213,626 36
For schools since established, which include Ward Schools 47, 48, 49 and 50, and Primary Schools 56 and 58....	208,088 68
Total.....	\$665,068 24

Add to this total, the amounts expended within the last three years for ground, and they give an aggregate of over three-quarters of a million of dollars; and the school property of this city is undoubtedly increased in value, at the present time, by these expenditures, to that extent. The fact of the permanent value of the expenditure as an investment is, however, of small importance; compared with the actual necessity there was for incurring it upon higher grounds. In addition to the strong testimony upon this point before alluded to, there can be quoted the opinion of the Sanitary Committee of the Board of Health, which is composed of members of the Common Council, a body which has not been, heretofore, very liberal in its estimate of the expenditures necessary for school purposes. In a report adopted by the Sanitary Committee, June 29th, 1849, in relation to the attendance of the children at the schools, the following suggestion is made: "It is a matter of consideration whether they are not better off *out* than *in* school, when,

in some instances, your Committee have found them so congregated as to render the air very impure and unwholesome, so much so as to have led to the inquiry, whether their duty as a Sanitary Committee, did not require some steps to be taken for lessening the numbers of many of these schools during the excessive heat of summer, which subject, in the opinion of your Committee, demands immediate consideration by the Sanitary Board." The expenditure above specified has nearly removed this evil, and the most vigilant Sanitary Committee will not now be able to find many such "plague spots."

IMPROVEMENTS IN 1856.

The improvements authorized during the past year, and which have been mainly accomplished, are the erection of new buildings for Ward Schools 13 and 20, and of wings to Nos. 44 and 50, besides extensive repairs and alterations to Nos. 5, 12, 23 and 34, and fitting up a church in Downing street, purchased for Primary School No. 22. The new buildings for Nos. 13 and 20 are of the first class, large and commodious, and present some new features. Descriptive plates of these buildings will be found at the end of the Schedules annexed to this report.

Schedule No. 6 contains a list of the school-houses, with their locations, size and cost of site, size and original cost of buildings, and the date of erection.

USE OF SCHOOL-HOUSES AS HOSPITALS.

In the above statement of appropriations is one for cleaning Ward School No. 5, after its use in 1854 as a cholera hospital. This Board directed application to be made to the Board of Health for the repayment of the charge to which the school fund was thus wrongfully subjected, but the claim was not honored. School buildings have been taken for such purposes, by the arbitrary and violent exercise of the physical power of the executive government of the city; and the impelling motive is the fact that these premises can be thus occupied without cost to the general revenue, though the school fund suffers, and great injury is done otherwise in many respects. The employees of the Board of Health have been sent to a large school, while in ses-

sion; and, in spite of the remonstrances of the teachers, have driven out the children and scattered them through the neighborhood, each a winged messenger of panic, and recklessly torn the furniture from the floors and piled it away. The great damage which may be occasioned by such proceedings will be readily seen.

The Board of Education, in 1849, referred the subject to a Select Committee which, on the 14th of November, made an elaborate report, reviewing with some severity the course of the Board of Health, and clearly showing that it was illegal. The report concluded with two resolutions, which were adopted by the Board, declaring that the Board of Health had "assumed powers not warranted by the constitution and laws of this State, but in derogation of both," and that it would be the duty of the school officers "to take the necessary legal means to prevent any school-house in their charge from being taken and used for hospital purposes." Our city is yearly in danger of a pestilence, and in such an event, it is probable that, to save money—if it would be saved to the tax-payers?—an attempt would again be made to seize some of the school-houses. It is too late, after the deed is done, even to diminish its evil results, and efficient means should, therefore, be provided to prevent it, by passing a by-law, vesting the President of the Board, or some other officer, with the power to employ counsel, and seek the protection afforded by the law of the State.

CHANGES IN THE LAWS AND BY-LAWS.

It is desirable that each Annual Report should present a record of the changes, during the year, in the laws and by-laws governing the school system. Such a record will cost but little labor at the time it is made, and if continued will afford in part the means of readily tracing the history of the system, and be available, in some degree, to improve for the future, the experience of the past. During the year 1856, it is believed that no changes have been made, in this respect, in the laws of the State. The changes in the by-laws of the Board of Education, have been as follows:

Free Academy.—January 30th.—Art. 16, Sec. 56, was amended, so that the Exhibition of the Junior Class can be held, not only in the Academy Hall, but in “such other place as the Executive Committee on the Free Academy shall designate.”

May 7th.—So much of Art. 16, Sec. 26, stricken out, as directed of students that, “during their suspension, they shall sit for study in the Office, and on entering and leaving the recitation room, shall take the rear of the section.”

October 1st.—Art. 16, Sec. 10, amended so that the age requisite to admission, was fixed at fourteen years, instead of thirteen, and the examination to be passed extended, so as to embrace a knowledge of Algebra, as far as quadratic equations inclusive, instead of simple equations; and, in addition, the first five books of Davies’ Legendre.

Normal Schools.—January 30th.—Art. 19, Sec. 3, amended by adding a provision that no pupil of any of the Normal Schoos shall receive a certificate of Grade A, as a teacher, unless with the concurrence of the Executive Committee on Normal Schools.

February 20th.—Art. 18, Sec. 9, amended so that the examination for admission into the Daily Normal School shall be in “Spelling, Reading, Writing, English Grammar, Geography and the History of the United States,” instead of “such studies as are required for entering the Free Academy.”

April 16.—Art. 18, Sec. 3 amended so that the sessions of the Daily Normal School should close at 2 instead of 1 o’clock, P. M.

Fuel.—June 18th.—The following Sections added to Art. 22, viz. :

§ 2. All needful supplies of fuel for the several Schools shall be furnished under the direction of the Committee on Supplies, upon the requisition of the Trustees of the several wards, who shall make in writing such requisitions according to the actual annual wants of the Schools, and file the same with the Clerk of this Board, on or before the first day of July in each year.

§ 3. There shall be an Inspector of Fuel elected by the Board, whose salary shall be eight hundred dollars per annum, pay-

able monthly, to hold his office for one year, or until another is elected in his place. He shall be subject to the immediate supervision and direction of the Committee on Supplies, which Committee shall have power to suspend him from office for any malfeasance or improper conduct or neglect of duty, in his office, as such inspector, and to appoint another in his place, during such suspension; but the said Committee shall report thereon to the Board for its consideration of the facts, with their conclusions therefrom, as soon after such suspension as possible.

§ 4. Before entering upon the duties of his office, such Inspector shall take and subscribe an oath faithfully to perform the duties of his office.

§ 5. It shall be the duty of said Inspector to inspect all wood and coal, and to measure and weigh the same, and to supervise the delivery thereof to the Schools, which shall or may be furnished under contracts made with the Board of Education, and to see that the same is in all respects in strict conformity to the requirements of such contracts—to be at all times subject to the direction of the Committee on Supplies, who alone are authorized, and whose duty it shall be, to procure all the necessary fuel for the Schools by contract under the first section of this article. Said Inspector shall, during the months of April and May, in each year, visit each school premises under the jurisdiction of this Board, ascertain the kinds and quantities of fuel required to be used for the succeeding season, the quantity then on hand on such premises, as near as may be, and the conveniences and arrangements for storing and receiving the same; and where such conveniences are wanting, to cause the same, in each case, where practicable, to be supplied, receiving for that purpose the directions of the School Officers, and to report the facts to the Committee on Supplies, who shall thereupon have the work done under direction of the Superintendent of School Buildings.

§ 6. It shall also be the duty of said Inspector to keep records of all the fuel inspected, received and delivered under his inspection, with a separate account of the quantities delivered to each school, and take vouchers therefor at the time of said deliveries.

§ 7. The Inspector shall also perform such duties appertaining to his office which are not hereinbefore specified, as may be assigned to him by the Committee on Supplies.

Rules of Order.—June 18th.—The fifth rule amended by adding a provision, that “the regular order of business may at

any time be suspended by a vote of two-thirds of the members present;" and the eleventh, by adding as follows: "nor shall any member be allowed to speak more than ten minutes at any one time, upon any subject under consideration, unless by consent of a majority of the members present."

FREE ACADEMY.

The Eighth Annual Report, showing the operation and condition of this institution, is hereto annexed. This report is for the Academic year ending on the Tuesday before the fourth Wednesday in July; and was made in pursuance of a law, passed March 9, 1855, requiring every Academy, subject to the visitation of the Regents of the University, to fix "the termination of its Academic year" between the 15th of July and the 15th of September; and to make an annual report for such year. The school law of this city also requires a report of certain matters therein specified to be made to the Regents of the University and to the Common Council of this city, dated as of the 31st day of December in each year.

A statement of "what amount of moneys the Board of Education received during the year (ending December 31, 1856,) for the purposes of such Academy, and from what sources, specifying how much from each, and the particular manner, and the specific purposes for which such moneys have been expended," will be found in Schedule No. 2 hereto annexed; all the moneys expended, except the amount stated to have been received from the Literature Fund of the State, were raised by taxation upon real and personal property in this city, and paid by the City Chamberlain upon the drafts of the Board of Education, in the manner prescribed by law.

"An account or estimate of the library, philosophical and chemical apparatus and mathematical or other scientific instruments belonging to such Academy" will be found in the said Eighth Annual Report.

"The names of the instructors employed in the said Academy, and the compensation paid to each," will be found in Schedule No. 7, hereto annexed.

The said Eighth Annual Report of the Academy also specifies which of the pupils "have completed a full course of study therein, and which have received degrees, medals, and other special testimonials."

"The names and ages of all the pupils instructed in such Free Academy, the time that each was so instructed" and "a particular statement of the studies pursued by each pupil," "together with the books such students have studied, in whole or in part, and if in part, what portion," will be found in the said Eighth Annual Report, for so much of the year 1856, as was embraced in the Academic year, and in Schedule No. 8 hereto annexed, for the remainder.

There is not only no necessity for two Annual Reports in each year, substantially the same, though for different periods, but such a duplication is obviously improper. It is desirable, therefore, to procure an amendment of the existing laws, by which only one will be required.

This institution continues a career of great prosperity, if the number seeking admission to its privileges may be taken as a proof. The number applying, and how many were admitted and how many rejected, in each year since the organization of the Academy, will be found in the Eighth Annual Report, hereto annexed. The number applying in 1856 was 433, of whom 375 were admitted. Each of these numbers was larger than in any previous year, except 1852, when the number applying was 456. Nearly one-half of those examined in July, 1852, were rejected; in consequence of which, the subsequent applications have been less in number, though, as there have been but few rejections, it appears that the applicants were better qualified. The number of rejections in 1856 was 58, being more than in any other year since 1852.

Nor is it only in number that the admissions have been gratifying. The average age of those admitted in 1856 was 14 years, 4 months and 28 days; this being the oldest class ever admitted. It will be seen by the changes in the By-Laws, noticed elsewhere, under that head, that the age necessary to the admission has been, since the last examination, changed from thirteen years to fourteen; which will not only increase the average age

of subsequent classes, but also diminish the number applying for admission.

The average time of the attendanee at the Common Schools of those admitted, was three years six months and four days ; being an increase upon that of any previous class. This fact shows that, in addition to the greater desire to enter the Free Academy, there has been the attendant result desired in its establishment, to wit : a more general resort to the Ward Schools.

A serious drawback to the prosperity of the Academy is the number of those who leave without completing its course of study. The number who left in 1856 was 258, of whom 138 left before commencement, and 120 afterwards. Of these latter, 58 were of the class just admitted. As 33 of them only stayed half a month, and as many of the others who left after commencement, had not been advanced at the examination just previous, it is to be presumed that the tuition was too thorough, and that at least some of them left to escape its hardship. Yet the number who leave is entirely too large for the welfare of the institution, and the matter needs to be earnestly considered. It is discouraging to those who adhere to their studies, to have their ranks continually thinned by departures ; and it is apparent that a large portion of those who enter, cannot do so with an intention of remaining through the whole course. Many, doubtless, seek the Academy as a good place from which to procure employment ; and others, who have gone through the Grammar Schools, desire to study a while longer, and avail themselves of it as the only opportunity. Probably there are others similarly situated who do not enter the Academy. It would seem clear that other arrangements should be made for the proper instruction of persons who desire to go beyond the Grammar School course, but who do not wish to give five years to the Free Academy. The President of the Board, in January, 1854, in his Inaugural Address, recommended the establishment of High Schools ; and it may be well to consider whether the time has not come for a few schools of that class, by which the object above stated would be accomplished.

Of the students admitted at the last examination, the number who chose a full course of study with the Ancient Languages, was 197, while 178 chose the Modern Languages ; being a much

larger proportion than in any previous year. The Board of Education, while leaving the matter to the free option of the student, has encouraged the study of the Ancient Languages, by reason of its scholastic discipline, of its important relation to the science of language, and of the rich stores of literature to which it is the key. In respect to the modern languages, much diversity of opinion exists. A general preference has been yielded to the French, on account of its general use as a common language by civilized nations; but the German and Spanish are brought somewhat into rivalry, while the votaries of music would prefer the Italian. The importance of the Spanish, in view of our probable future connexion with countries in which it is spoken, cannot be overrated; but the use of the German in English etymology, the immense emigration to our shores of persons who speak it, and the vastness and profundity of its literature, give to its acquirement an immediate value, which demands that it should be more extensively studied.

A mistaken impression has prevailed in relation to the objects contemplated in the establishment of the Free Academy, which is remarkable as an instance of the universality of an error having no basis in fact. Instead of those objects having been confined to a mere advanced or high school, as is generally believed, the truth is directly otherwise; indeed, there has been a manifest consistency throughout in relation to the collegiate character of the Academy. The germ of its existence was the appointment of a committee by the Board of Education to inquire into the expediency of applying to the Legislature "for the passage of a law authorizing the establishment of a High School or College for the benefit of pupils who have been educated in the Public Schools of the city and county." On the 20th of January, 1847, the majority of the Committee presented a report, in which they "recommend that the Board should take the necessary steps to establish a Free College or Academy," and provide for the appointment of a committee to draft a memorial to the Legislature in accordance therewith. This report was adopted, and the committee thereupon appointed, presented a memorial, which was approved by the Board, and forwarded in its name to the Legislature. This memorial states that "one object of the proposed free institution, is to create an additional

interest in, and more completely popularize the common schools. It is believed that they will be regarded with additional favor and attended with increased satisfaction, when the pupils and their parents feel that the children who have received their primary education in these schools can be admitted to all the benefits and advantages furnished by the best endowed college in the State, without any expense whatever." The Legislature responded to this memorial by the passage of a law authorizing the Free Academy, giving the Board of Education absolute power "to direct the course of studies therein," and providing that the question of establishing the same should be submitted to the vote of the people. The question was so submitted, and the result was 19,404 in favor of the Free Academy to 3,409 against it. In the first report upon the subject, subsequently (May 3, 1848,) made to the Board of Education, the following language is made use of: "The education furnished by the systems provided in the colleges of our country, is designed primarily as a foundation and preparation for the practice of one of the liberal professions. In the diversified taste, talent, and disposition of the pupils who will enter the Free Academy, it may be expected that there will be some designing to fit themselves for these as well as other of the occupations of life. A similar course of literary culture to that furnished in the colleges should, therefore, be provided for those who desire to pursue it." This position has been adhered to in all the subsequent proceedings, and the institution was opened, January 27, 1849, in accordance therewith, and commenced its operations with a corps of instructors equal in rank and duties to those usually employed in other institutions of a collegiate character. Throughout, the ground occupied by the friends of the Free Academy has been that, while useful knowledge should be fully and more practically taught, polite learning should be afforded to all who sought its polish; and that thus, in this capital of the educational column, science and literature should be blended in harmonious union. That, in the face of a record so consistent, it should be generally believed that the character of this institution has been varied from that originally designed, is indeed very strange.

The number of graduates remains small, being only twenty-

one at the last commencement. This, however, is not discouraging. As the institution is becoming more permanent in its character, and the pupils admitted are of a higher grade of advancement, there need be no doubt that, in a few years, if it is efficiently supported, its graduating class will be as large as that of any college in the country.

On the 10th of September, Lewis Condict Bayles, A. B., was appointed tutor in place of W. H. Abel, resigned, and Charles Henry Pratt, A. B., Arthur McMullen, A. B., and Franklin Rising, A. B., additional tutors, each at a salary of five hundred dollars a year; and on the 1st of October, H. J. A. Koerner was appointed Acting Professor of Drawing and the Arts of Design during the absence of Professor Duggan. The salary of Professor Morales was increased to one thousand dollars a year, and J. Russell Sturgis was appointed tutor, and C. Fabrigon tutor of French language and literature—each at a salary of five hundred dollars a year.

FEMALE ACADEMY.

No progress has been made during the year towards the establishment of an institution of this character. A resolution for the appointment of a committee to consider the matter, offered on the 30th of January, was rejected; but on the 5th of November such a committee was authorized, though it was appointed at too late a period to accomplish any result. The opinion of the Board on the subject has not been declared with sufficient definiteness to warrant an expression of its views in this report. It may, however, be stated that the establishment of such an institution is urged with such earnestness, and upon such grounds, that the agitation in its favor will doubtless continue until decisive action is taken in regard thereto.

NORMAL SCHOOLS.

In the appendix hereto annexed will be found the Fourth Annual Report of the Executive Committee on Normal Schools, giving a brief statement of the management and condition of the several schools under their charge. These will be noticed separately.

MALE NORMAL SCHOOL.—The number of pupils on register at the close of the year is 59. The number was 63 in 1855, 45 in 1854, and 23 in 1853. In 1854 and 1855 earnest efforts were made to increase the number of pupils, and most of the teachers in the Male Grammar Schools who needed its tuition became pupils; but the number on register has since slightly decreased. Many of the male assistant teachers now appointed in the Ward Schools are graduates of the Free Academy, and hold certificates of grade A. This institution will, doubtless, be hereafter a principal source of supply; and, therefore, the call for the existing Male Normal School will probably cease in a very few years. There is, however, a necessity for a Normal School to instruct young teachers or persons desiring to become teachers, whatever their other attainments may be, in the art of teaching; and if our Ward Schools are to be carried to a high degree of excellence, this point must receive attention.

The number of graduates in 1856 was ten, and in 1855, six.

FEMALE NORMAL SCHOOL.—The number of pupils on register in this School, at the close of the year, is 733. In 1855 it was 698, in 1854, 651, and in 1853, 455. The attendance has exhibited a gratifying increase, and the School has certainly exerted a most beneficial influence upon the character and acquirements of the female teachers in the Ward Schools. Under the necessity which has existed, however, for instructing a large portion of these in the ordinary branches of English education, it has not been practicable to give attention to the art of teaching, a most important subject in such a school. Some arrangement should be made by which this omission will be supplied at the earliest possible day.

The young ladies who graduate at this school, while they have attained a very creditable degree of proficiency, are yet short of that extent of acquirement which should be possessed by a superior and accomplished teacher. To those who make teaching the pursuit of their lives, and who have the ambition to excel which should distinguish such, the present maximum of advancement is limited. One who has such a spirit will not seek merely to learn what she expects to impart to the pupils con-

fided to her charge, but will desire to master every study and grace suitable to her sex. It must be considered an incongruity, that our system of public education, which is aiming to spread its benefits broadcast, and to carry its fruit to the greatest degree of perfection, should omit to afford these who should be the especial objects of its care, an opportunity of reaching the highest point of female education. While those who are content to stop at the present maximum might be allowed to do so, an advanced class could be formed, open to every graduate, and securing to those who successfully availed themselves of its benefits, proportionate honors.

The number of graduates in 1856 was fifty-seven; in 1855, thirty-one, and in 1854, thirty-one; besides which, with the last, the eight graduates of 1853 also received their diplomas.

On the 30th of January, Miss Anna M. Marsh was appointed a teacher in the place of Miss Jane Hinton, resigned; and on the 1st of October, Miss Frances E. A. Gutch was also appointed a teacher. At the final meeting of the Board, the salary of Mr. Hazeltine, the principal of the Normal Schools, was increased one hundred dollars, and the salary of each of the junior teachers of the Male and Female Normal Schools, fifty dollars.

COLORED NORMAL SCHOOL.—The number of pupils on register is 22. In 1855 it was 21; in 1854, 20, and in 1853, 16. This is a narrow field, but an important one. The ignorant and degraded condition of a large portion of the African race, resident in this city, renders it very desirable that proper teachers should be supplied to their children, who, possessing common sympathies, will be more likely to advance their moral and intellectual improvement.

DAILY NORMAL SCHOOL.—This institution was authorized in 1854, and the basis of its organization was perfected in the following year. The establishment of the Male Department was found impracticable, for want of a sufficient number of pupils, and has been abandoned for the present, at least. On the 30th of January last, the Committee on Normal Schools were empowered to employ a suitable person to register pupils for the Female Department. Since then 250 pupils have been ad-

mitted; of whom 34 have obtained situations as teachers, and 73 have left for other reasons, leaving 143 at present on register.

On the 12th of March Miss Susan Wright was appointed principal, at a salary of \$800, and Mrs. Caroline A. Tier, and Misses Margaret S. Arnout, Eliza T. Burns, and Sarah C. Ver-rinder, assistant teachers, at a salary of \$400 each; on the 16th of April, George H. Curtis was appointed teacher of music, at a salary of \$250; and on the 1st of October, George Batchelor was appointed teacher of French, at a salary of \$250.

This institution has encountered great drawbacks to its success. The rivalry of the Female Grammar Schools has been excited to a considerable extent, and they have contributed but a small portion of their pupils competent to enter it, and desirous of becoming teachers; and the Ward Officers have generally selected teachers from their own schools, in preference to this. When the school was authorized by the Board of Education (December 6th, 1854), a part of the plan adopted was that certain pupils should be "entitled to receive a salary not to exceed twenty-five dollars a year, and be subject to do temporary duty as teachers, when necessity arose for their employment," but this part of the plan was subsequently omitted. Without that and without the general encouragement, if not with the unfriendliness, of the local officers, the privileges of the school have not been sought with the eagerness which was anticipated and desired. In consequence thereof, on the 1st of October last, a resolution was adopted by the Board, authorizing the Executive Committee to "suspend for the present" the declaration required by the By-laws to be subscribed by pupils on their admission, of an intention to become teachers.

Although the school has not met with the success it deserved, there can be no doubt of the necessity of such an institution to the school system, and the means of sustaining the effort to establish it, is a subject worthy of careful consideration. If a by-law is passed prohibiting the future appointment of any person as a teacher, who is under eighteen years of age, or who is not entitled to a certificate of grade C, the anxiety of many pupils in the Grammar Schools to be appointed to situations, before they really cease to be children, will be quashed; and if in addition to such a requirement, provision is made for

the systematic training of pupils in the Daily Normal School in the art of teaching, and some degree of proficiency in the same is required to entitle a person to a certificate, a resort to this school will become a necessity. If, in addition, the provision for the partial employment of qualified pupils as teachers, at a moderate compensation, is revived, this necessity will become grateful and popular. It can hardly be doubted that judicious regulations of this kind would give entire success to the school, and without the aid of any direct compulsion.

SUPERINTENDENT'S DEPARTMENT.

The Annual Reports of the City and Assistant Superintendents of Schools, are contained in the appendix hereto annexed. The report of the Superintendent presents a graphic exposition of the operation and condition of the school system of this city, and an earnest and forcible statement of the importance and benefit of a thorough education of the whole people. Its recommendations will commend themselves to the approval of the intelligent friends of public education, as in the main, sound and beneficial, as well as liberal and comprehensive; though, as they depart, to some extent, from the policy heretofore established by the Legislature and sustained by this Board, and in other respects embrace controverted points, it should be remembered that they are only presented as the views of the Superintendent; whose position and means of information, however, entitle his opinions to a careful consideration.

The Report of Assistant Superintendent Kiddle, for the part of a year he has been in office, states with much particularity, the general condition of such of the schools under the charge of the Board, as were examined by him during that period. It includes an able and interesting exposition of the present state of study in the Ward Schools, in each of the branches of learning taught therein, with comments of an eminently practical character; specifying and illustrating truths already realized by those most conversant with the subject, that the course now pursued is very defective in system, and that the results attained are far from being thorough. As these points are of vital importance to the school system, an early and attentive

consideration of the statements and suggestions of this report is very desirable.

The report of Assistant-Superintendent Seton partakes more of the character of a manual of primary instruction, than of a review of the occurrences of the year, within his official sphere, with the mere suggestions resulting therefrom. It is valuable as an exposition of the experience of a very long career of service, stimulated by an intense interest in the work; and refreshing as the outpouring of a love for the welfare of children, which is grateful to those whose sympathies are in the same direction, but who are unable to accompany them with the same devotion of time.

The department of superintendence, as well as the schools within its charge, is yet deficient in that character of system and completeness which the school law evidently intends should mark its operation, and which is highly desirable to its success and usefulness. A realization of this fact pervades the reports of the Superintendent and his assistants, but the deficiency is not to be attributed to them. The school law expressly requires the Board of Education to establish "general rules and regulations" for the department, but the duty has been neglected. These officers, whose desire to promote the success and elevate the character of the schools is manifest, and whose industry is well known, are entitled to have their course defined in the by-laws of the Board, not only for their guidance, but also for the efficiency which its authority will give to their action.

On the 2d of April, Mr. Randall was re-elected Superintendent for a further term of two years, receiving all the votes cast, with only two exceptions; a flattering expression of the confidence and esteem of the Board. Mr. McKeen, one of the assistant-superintendents, having died, the vacancy was filled on the 21st of May, by the election of Mr. Henry Kiddle, the principal of Ward School No. 2, in which capacity he had acquired the reputation of an accomplished and successful teacher. On the 10th of December, the salary of Mr. Randall, the superintendent, was increased to three thousand dollars a year, and the election of an additional superintendent was authorized, whose salary was fixed at fourteen hundred dollars. On the 17th of December, Mr. William Jones, Jr., a member

of the Board, in which capacity his capability and worth had become personally known to his associates, was elected as such additional superintendent ; and Mr. Seton was re-elected to the same office for a further term of two years. The salary of the latter was also fixed at fourteen hundred dollars, and that of Mr. Kiddle increased to two thousand five hundred.

EXAMINATIONS AND "RECEPTIONS."

The examination of the schools is the principal duty of the Superintendents. Those now made are formal, and at times fixed in advance for the purpose. They are very desirable, and should be continued, at stated intervals, and under regulations to be prescribed in the by-laws of the Board. These should also provide, as was intended by the school law, for the examination, more or less thorough, as might be necessary, at least once in each year, at a time when the Superintendent was not expected, of each class in every school. By such a course the department would acquire and could communicate to the Board, a knowledge of each school, embracing not merely its performance when prepared for examination, but during its ordinary work ; and also the details of discipline as well as of study, and the characteristics of the teachers, in addition to the advancement of the pupils.

Besides these examinations a practice has grown up of having frequent public displays, commonly called "receptions," which are of much the same character as the "exhibitions" of former times. Such displays, at long intervals, are undoubtedly beneficial in many respects ; but left to the unregulated competition of schools striving for pre-eminence and popularity, they are likely to become more fruitful of evil than of good. Early attention to this matter is desirable, that proper by-laws may be passed to guard against the danger of these "receptions" becoming too frequent in their recurrence and extreme in their character.

BOOKS AND STUDIES.

This subject which has engaged the attention of former Boards, has not been seriously considered during the past year.

In respect to books, although it would doubtless be beneficial to have a list of the best text books adopted so as to secure their exclusive use, the subject is surrounded with such embarrassments as to render such a measure difficult, if not impracticable. School-books should be accurate, judicious, and comprehensive in the subject-matter, as well as correct in grammar, lucid in style, and systematic in arrangement. Probably the only regulation attainable is to specify books not possessing these qualities and prohibit their use ; leaving to the local boards the privilege of selecting from those not excluded.

There is, however, comparatively little difficulty in arranging the studies pursued so that, as is required by law, "the system of instruction pursued in the common schools, shall be uniform throughout the city." At present the course of studies in the various schools, not only differs materially, but studies are pursued in some, which are not authorized by the by-laws. It is important that the studies for each class of schools should be specifically defined and strictly adhered to. In this manner the schools will be made equal, and an improper competition prevented.

As a general thing, it may be further remarked, the pupils in the Ward Schools are over-crowded with studies, tending to an imperfect and hot-bed advancement, and in many cases resulting in injury to health. If the studies were spread over a longer period of time, the instruction would be more gradual and the knowledge acquired, more permanent. The addition of oral teaching in school, and the omission of a part of the enormous amount of learning by rote out of school, now required, would promote the physical and intellectual welfare of the children and render the schools far more attractive. Less time for mere recitations, would afford more for the recreations of music, drawing and needle-work, for which teachers are now apt to say they have not time.

CLASSIFICATION AND LOCATION OF SCHOOLS.

The report of the City Superintendent urges the establishment of an additional number of separate primary schools. It may be doubted, however, whether such a course would be

wise. There are several points connected with the returns of the attendance at the Ward Schools, which should be considered in this connection.

1. The average attendance of pupils at the Grammar Schools for boys, under the charge of the Board of Education, during the year 1856, was 10,137, while the attendance at the girls' Grammar Schools was only 8,466, being 1,671 less. There is no material difference in the numbers of the two sexes attending schools. By the last census the total number of attendants at school in this city, was 76,685, of whom 38,662 were males, and 38,023 females. There must, therefore, be some active cause for the smaller attendance at the public Grammar Schools for girls; and as these are, with two exceptions, held in the same buildings with those for boys, that cause probably is an unwillingness on the part of many parents to allow even that chance for the association of their daughters with large boys.

2. The average attendance during the year 1856, at the 45 primary departments of the Ward Schools, was 17,600, while that at the 54 separate Primary Schools was only 7,534. This preponderance of 10,066 in the attendance at the smaller number of Primary Departments, cannot be owing entirely to the greater capacity of the latter in respect to size, for they are generally crowded, while most of the separate primaries have spare room. The principal reason is doubtless that parents prefer to send smaller children to the same building with an older brother or sister.

3. The average attendance during the year, at all the Grammar Schools, was 18,603, and at all the Primary Departments and separate Primary Schools was 25,134; being about three at the former to four at the latter. As the Primary Departments can accommodate even a larger proportionate number, it is plain that there should be as many Grammar Schools as Primaries.

All these facts appear to point, consistently, to one result, which is, that schools of two departments, to wit: a Primary

School for both sexes, and a Grammar School for one sex, alternating throughout the city, are what is demanded by the public necessity. Such an arrangement would bring a Primary School sufficiently near to every house in the paved portion of the city; would supply a proper number of each class of schools; would obviate the objection to the possible association of large girls and boys, and would enable every pupil of a Grammar School to take a smaller child to a Primary School in the same building. These points are worthy of the consideration of the Board in its arrangements for building new school-houses and altering existing ones.

SCHOOL LIBRARIES.

For about twelve years the school moneys of this city have been enlarged by the annual receipt from the State of a large sum, in some years nearly ten thousand dollars, for School Libraries. Taking advantage of a clause in the law permitting its use for the payment of Teachers' salaries, the money has been mixed in with the other school moneys and paid out indiscriminately; but not one cent has been expended by the Board of Education for School Libraries. This course, admitting that it has a sufficient savor of legality, to escape the charge of a false application of moneys, does not seem creditable. The attention of the Board was called to it by the President in his Inaugural Address, January, 1854. A Special Committee was appointed upon the subject, who presented a report (Document No. 47), which was adopted on the 27th of December, 1854. The report included a By-Law which declared that "School Libraries shall be established in all the Grammar Schools for Boys and Girls under the jurisdiction of the Board of Education, including such Primary Schools as have an advanced department, * * * as soon as a catalogue can be adopted by the Board of Education, and the necessary arrangements entered into for procuring the books." This By-Law remains valid and in force.

On the 18th of July, 1855, a resolution was adopted setting aside "the State apportionment for libraries subject to the order of the Committee on Libraries." On the 21st of the fol-

lowing month, that Committee presented a report, (Document No. 23,) and on the 5th of December, they submitted a catalogue of books (Document No. 33). Neither of these reports was finally acted upon. No action on the subject has been taken by the Board during the present year. It remains, therefore, for the consideration of their successors; and is one of the most important upon which they can pass. Such libraries present almost the only feasible method by which the Board can supply useful information to adults, as the books taken out by the children will very frequently be read by the other members of the respective families. After they acquired the habit of reading the books, each new one would be eagerly sought for; and if the privilege of taking them out depended on the merit marks of the pupil, an efficient means of discipline would be secured, and one which would generally have the additional advantage of being brought to the cognizance, and often have the direct aid of parents.

EVENING SCHOOLS.

The Annual Report of the Executive Committee on Evening Schools is contained in the appendix hereto. The results of the past year are very satisfactory. Indeed, the progress of the Evening School system in this city, during the few years of its existence, has been almost magical. The first step taken by the Board of Education in regard thereto, was the adoption of resolutions, in June, 1846, requesting the opinion of the "County Superintendent," upon several points relating to the matter. The Public School Society had, a little over ten years previously, made the experiment of such schools, which was attended with signal success; but it had been obliged to relinquish the effort for want of pecuniary means, and there had since been no attempt of the kind here, though Evening Schools were in operation in Boston. On the 17th of July, the County Superintendent presented his reply, (Document No. 2,) which was earnestly in favor of the establishment of such schools. It was referred to a select committee, who made a report on the 20th of January, 1847, submitting a draft of a law authorizing the Board to open evening schools, which was approved by the Board, and enacted

by the Legislature. Early in the November following, the first schools, six in number, were commenced. They were filled to overflowing, and hundreds were necessarily refused admission. The amount of annual expense authorized by the Legislature, was only six thousand dollars, which was barely sufficient to support six schools. Early in the following year (1848), the Legislature increased the limit of expense to fifteen thousand dollars; it has since been removed entirely. These schools have now been in operation ten years, and their results are shown in the following table:

	1847-8.	1848-9.	1849-50.	1850-1.	1851.
Number of Schools	6	15	18	20	20
“ Teachers	31	72	83	106	91
“ Weeks in Session.....	17	17	17	17	14
“ Pupils on Register.....	3,224	6,976	7,638	9,011	8,275
“ “ under 16 years of age		3,451	4,217	4,651	4,312
“ “ over 16 and under 21.		2,944	2,570	2,885	2,743
“ “ over 21.....		581	849	1,484	1,226
“ “ who could not read...		872	1,094	1,331	1,342
“ “ “ “ write..		1,390	2,036	2,746	2,203
“ “ “ “ cypher		3,976	4,069	4,922	4,524
Largest attendance at one time	1,721	3,240	3,775	4,507	4,395
Weekly average of attendance	1,224	2,190	2,490	2,945	3,035
Largest weekly average	1,634	2,897	3,094	3,761	3,844
Smallest “ “		1,342	1,714	2,025	1,807
Number attending full term.....		1,172	1,587		

	1852.	1853.	1854.	1855.	1856.
Number of Schools	23	25	27	29	36
“ Teachers.....			152		252
“ Weeks in Session.....	14	14	19	21	21
“ Pupils on Register.....	8,074	9,313	12,012	12,662	14,992
“ “ under 16 years of age.	3,871	4,793	6,626	7,111	8,433
“ “ over 16 and under 21.	3,057	3,414	5,181	4,034	4,648
“ “ over 21.....	1,152	1,095	1,221	1,517	1,882
Largest attendance at one time.....	4,131	4,515	6,813	7,185	9,091
Weekly average of attendance.....	2,736	3,319	4,065	4,724	5,649
Largest weekly average	3,675	3,783	5,831	5,989	7,616
Smallest “ “	1,833	2,571	1,912	3,174	3,341
Number attending full term....	1,527	2,055	3,375	3,634	4,870
“ “ previous years.....		2,246	4,888	5,925	7,345

It will be seen that, except during the three years in which they were only opened fourteen weeks in each, there has been a steady and decided increase in the attendance at the Evening Schools. The reduction of the time to barely more than one-fourth of a year, so nearly frittered the matter away, that the attendance naturally decreased. The facts show that the longer the sessions, the more numerous are the schools sought; and very properly, for with the increased length of tuition, the time spent is more than proportionately prolific in results. It is worthy of consideration, whether terms in each year should not be further lengthened.

Another drawback to the value of these schools, is the employment of teachers who hold positions in the day schools. A large portion of these seek the night service merely for the additional compensation thereby realized. Many of them are wearied out by their day duties, and discharge the labors of the Evening School with very little animation. The County Superintendent, in his report of July 27th, 1846, above alluded to, which was the basis of the movement for these schools, took decided ground against the employment of teachers of the day schools. They have, however, been employed as a matter of necessity. But, with our largely increased number of teachers, if the Evening Schools were open for thirty weeks in each year, a separate set of teachers could be employed.

As has been before shown, the expense of tuition in the Evening Schools is but a mere trifle, comparatively. Even if the pupils learnt nothing, but were only taken from the streets, during so many evenings, the result would be well worth its cost. Yet, when nearly nineteen hundred full-grown men and women, to say nothing of the thirteen thousand minors, are enabled to acquire the blessings of education, as was the case this year, every reasonable man will realize, in that fact alone, a sufficient return for all the expenses of these schools.

PERSONNEL OF THE SYSTEM.

Schedule No. 9, hereto annexed, contains a list, as they stand at the close of the present year, of the members of the Board of Education, of the Committees and Officers of the Board, of the

School Officers of the several wards and the officers of the local boards, and of the persons employed in the Frec Academy and in the Normal, Ward, Primary, and Evening Schools.

On the 13th of June, the office of Inspector of Fuel was established, and John E. White was elected to fill the same, and his salary fixed at \$800, which was increased on the 17th of December to \$1000. On the 10th of September, the salary of A. Macvey, the Superintendent of School Buildings, was increased to \$1800. On the 10th of December, the salaries of several of the assistant clerks of the Board were increased as follows:—Charles E. Pierce to \$1250, Thomas T. Bennett to \$1000, Charles H. Gilbert to \$1000, and John Killallee to \$700.

OBITUARY NOTICES.

In connection with the array of the living, the sad reflection is brought to mind that the hand of death has, during the past year, fallen more heavily upon the laborers in, and the friends of, the cause, than at any previous period. It is manifestly proper that our annual record should include, at least, a brief notice of those who have not passed from our midst without leaving a deep sense of their loss to attest the usefulness of their lives.

Eminent among the departed, was ROBERT KELLY, the sixth in the series of Presidents of the Board of Education. He was born in this city, December 15th, 1808, and graduated at Columbia College in the year 1826. His father, who had been a merchant, was then dead, and Mr. Kelly determined to unite with his brothers in continuing the business. In due time, he was admitted into the partnership, from which he retired, at the early age of twenty-nine, with a moderate fortune. This instance, so unusual at the present day, of contentment in the acquisition of wealth, and the relinquishment of its pursuit to participate in the higher employments of learning and art, presents a truthful illustration of Mr. Kelly's character. Another point, which completes the portraiture of a noble career, is that he gave his time, ability, and means to the good of his fellow-men, through the medium of philanthropy, in preference to the dazzling strife for political distinction. The offices that he filled

were voluntarily conferred. In that manner, he was unanimously elected to this Board, and with the same unanimity, chosen as its President. He was also elected, shortly before his decease, by a legislature of opposite political sentiments, as one of the Regents of the University of the State. In addition to this, besides many other important and useful positions,—more in number, probably, than those filled by any other citizen—he held, at the time of his death, the presidency of the Association of the Alumni of Columbia College, the presidency of the House of Refuge, and the office of chamberlain (treasurer) of this city. He was also chairman of the General Committee of his party for the city, a member of the Committee for the State, and one of the delegates from the State at large to the National Convention. He had been a candidate for one of the most important offices of the State, and no one seemed more likely than he, to be honored with high official trusts. All these positions were unsought; they rather sought him by reason of his strong hold upon the public esteem; while nearly his whole time was given to efforts which had for their object, the education of the young, and the reclamation of youthful criminals.

It is not practicable here to specify the part taken by Mr. Kelly in the business of this Board; but his participation in the organization of the Free Academy, which was opened during his presidency, was so distinguished that his name is indissolubly connected with that institution. He also prepared an able report in favor of a Free Academy for females, took an active interest in the establishment of Evening Schools, and caused the erection of the first of the large schools, No. 40, in the Eighteenth Ward. He died on the 27th of April last, and a special meeting of this Board was held on the 29th, at which resolutions were adopted appropriate to his character and the greatness of the loss, and the Board then proceeded in a body to attend his funeral. A copy of the discourse on that occasion was, at a subsequent meeting, requested for publication. At its final meeting, a committee on behalf of a number of gentlemen presented to the Board a portrait of Mr. Kelly, to be placed in the Session Room. The gift was gratefully accepted, and is so placed as a fitting memento of one, of whom it was

then justly remarked, that, "as the radiance of the sun at its setting lingers upon, and adorns, its track with surpassing beauty, so the labors and kindliness of his life reflect back a light to illuminate and sweeten its remembrances."

Not prematurely shortened as was Mr. Kelly's life, were the days of JOSEPH CURTIS; though it would seem sad that a career of such unmingled good should be terminated even in old age, but for the happy thought that the fruit is then ripe for immortality. Mr. Curtis was born at Newtown, Connecticut, in October, 1783, during that hopeful period when the news of the peace, which acknowledged the independence of our country, was on its way to our coast. He removed to this city at the age of sixteen, and continued to reside here until his death on the 12th of April last. His character presented, in a singular degree, the aspect of universal love to his fellow men; and his whole life was devoted to their good. He was an energetic member of the Manumission Society, and received from it a pair of silver pitchers, as a testimonial to his labors in aid of the passage of the Gradual Emancipation act. He took an efficient part in the movement which established the House of Refuge, an institution which was in advance of such organizations in any country of the Old World. During twenty years of the prime of his life, he was an active fireman, and introduced into use the fireman's torch and the hose carriage. But it was by his connection with the cause of public education, that he was especially distinguished. He stood by the side of De Witt Clinton at the opening of the first free school in the United States, in 1804, and continued to the day of his death an indefatigable laborer for free education. During thirty-three years, he was a trustee of the Public School Society; and when it was merged in the Board of Education, he was appointed one of the fifteen members it contributed to the latter body. He was untiring in his attendance at school examinations, both day and evening. Only eight days previous to his death, notwithstanding his advanced age and the inclement season, he attended at Ward School No. 44, and addressed the pupils. He was also a zealous friend of Sunday schools. A large portion of the young men, and many of the older ones, brought up in this city, recognized, on his genial face, the kind smile which had gladdened

their school days. Like the Roman, a day which had not been marked by active kindness to others, would have been a blank to him. He was as constant as the sun in his journeys of love ; and, although temporary clouds, which the philanthropist ever encounters, might diminish the efficiency of his labors, as they do the brightness of that luminary, the innate warmth remained to pierce with its joy through their dissolving mists.

As a soldier upon the field of battle, JOSEPH McKEEN passed from his usefulness. He was first Assistant Superintendent of the schools under the charge of this Board, and continued to discharge the duties of his office almost to the day of his death, which came as he was on the downward side of the hill of life, but yet hale and vigorous, giving promise of many years of labor for the children he loved so well. After a lengthened service, as the head of a flourishing private school, he was appointed principal of Public (now Ward) School No. 5, in the year 1836, from which he retired in 1847, and became editor of the "Teacher's Advocate and Journal of Education." In 1849 he was chosen by this Board, Superintendent of Schools for this city. Although not possessing distinguished scholarship, fascinating accomplishments, or superior natural ability, he was eminently faithful, earnest in his work, and gifted with a transparent warmth of heart, which welded to him the affections of teachers and pupils. In 1854 the office of Superintendent was re-modeled, when Dr. McKeen, with signal good sense and unselfishness, declined the enlarged responsibilities devolved upon it, and was chosen as assistant, whereby he continued in the discharge of the routine to which he had been accustomed.

Dr. McKeen and Mr. Curtis died within a few hours of each other, and the event was appropriately noticed in the proceedings of this Board. Both of them, and also Mr. Kelly, though of different persuasions, were religious men, and each released his hold on life in the blissful assurance of the joy which is beyond the grave.

It is a singular coincidence, and a striking commentary upon the uncertainty of life, that the month of April, which was ushered in by the school-children of this city with the exuberant frivolity established by custom as the especial feature of its birth, left them in sadness that it had closed the earthly

careers of three of their best known and best loved friends, who, at its opening, were pursuing, in apparent health, their daily round of usefulness.

The local Boards in the Seventh and Sixteenth Wards, have each lost a valued member. JAMES POLLOCK, the Chairman of the Board of Trustees in the latter ward, was born at Bangor, in the north of Ireland, in 1798, and came to this city in 1819. He continued to reside here until his death on the 10th of May last. He served three years in the Common Council, was for more than seven years a trustee of the Public School Society, and a trustee of Common Schools for the Sixteenth Ward from the year 1843 until his death. Mr. Pollock was distinguished by a solid integrity which commanded the universal confidence of his fellow-men, and he was honored by the people of his ward with a unanimous election as a trustee. JAMES B. BRINSMADE, a trustee of the Seventh Ward, was a graduate of Yale College, and afterwards a private teacher, employed in preparing young men for college, &c. At one time, he was the principal of Ward School No. (3 now No.) 20. In 1826, he was elected a trustee of the Public School Society, and continued such until that organization was relinquished, when he was chosen by it as one of the trustees of Common Schools for the Seventh Ward, which office he held at his death. In these capacities, and also in connection with the Sunday-school system, he was an earnest friend of education, quiet and unpretending in his demeanor, but diligent and faithful in the discharge of duty.

Among the teachers, there have also been notable cases of death. WILLIAM H. REUCK was educated in the Public Schools of this city, and appointed, in 1835, a teacher in No. 2. Seven years afterwards, he was appointed the vice-principal of No. 1, and subsequently transferred to No. 2; and in 1846, he was appointed principal of No. 7. He also held the position of associate teacher in the Male Normal School. He was a man of ability and energy, and his untimely death was regretted by a large circle of friends. Mrs. JANE POLLOCK, the principal of Ward School No. 50, stood in the front rank of her profession. Miss Hinton, that being her maiden name, was educated in the Public Schools of this city, principally in Ward School No. (2

now No.) 19, which she entered as a pupil in December, 1844, shortly after its establishment. She was first appointed to the lowest position as a teacher in the female department of that school, and successively promoted until she reached the post of principal in 1853. The following year, she accepted the same position in No. 40; and upon the erection of a new building for the female portion of that school, which was designated No. 50, she, of course, took its charge. She was also a teacher in the Female Normal School, but this office she resigned; and being placed by her marriage beyond the necessity of laboring for her own support, only retained her position in the Ward School, that relatives who were dear to her, might still be supported by her own efforts. Uniting to such excellence of heart, great energy of character, and superior qualifications and accomplishments, as well as a remarkable vivacity of manner, Mrs. Pollock not only secured a high degree of popularity to her school, but established a reputation for herself, and enlisted the friendship of her acquaintances to an extent that caused her premature death to be widely deplored.

The report of the Normal School Committee enumerates several additional cases of the death of teachers; and there were doubtless others, of humbler reputation, who also fell by the wayside, with some who had retired from their positions as teachers, and in private life paid to nature the penalty which they had incurred by arduous labor in damp basements and crowded class-rooms—evils which it is gratifying to know are fast disappearing.

The cases specified show that the past year was truly one of marked mortality in the educational ranks. It is, indeed, melancholy to reflect upon such an array of lost friends and associates; but, though they are removed alike from the pleasures and labors of the cause, that still survives, with all its strong claims and high incentives. May its remaining laborers, at least, emulate the bright example of the departed!

CONCLUSION.

The importance to a republican people of the proper education of their youth, is so obvious that it hardly needs assertion,

certainly, not argument. The most judicious minds of all ages and of every civilized country, have asserted the value of knowledge to mankind; and the wisest patriots of our own land early sought, by the most liberal provisions, to secure the education of the whole people, with the increasing national intelligence which follows in its track, as the surest means of perpetuating the rights and privileges which it is our blessed lot to enjoy. Volumes might be filled with extracts upon this subject from the writings of men whose names command universal respect; but so general is the acquiescence in the policy of educating the masses, that it is superfluous even to mention the names that compose the list of its illustrious friends and advocates. The veriest utilitarian has realized, amid his materialism, the truth that the cultivation of the human faculties, being at least as prolific in its fruit as the culture of the earth, is a work of the highest advantage; and only the secluded and childless miscreant is left to cavil at a policy which aims to make of every citizen, an intelligent sovereign.

It has been reserved, however, for the present age, and in a marked degree, for this great city, to take a yet more comprehensive view of this transcendent subject. From the seed planted by the formation in 1805, of a "Society for establishing a Free School in the city of New York, for the education of such poor children as do not belong to, or are not provided for by, any religious society," has gradually grown and matured a wise and comprehensive system of public policy. Under the nursing care of its excellent founders, it passed its infancy behind the mantle of charity, as the dispenser of knowledge to the poor; but, when arrived at maturity, it threw off that mantle, put on the robes of state, and was surrendered by its guardians, though not without parental reluctance, to the dangers, cares, and responsibilities inherent to a governmental organization. From a mission of charity to the poor, it has become a system of general education. And from the day that the seed was first planted, in 1805, those by whom the work has been conducted, whether of a corporate or official character, have been gradually developing, and not the less so that the truth was not generally realized, a great and pregnant principle; that it is the wisest policy and best interest of the

State, to secure as far as may be practicable, to every one of its inhabitants, young and old, male and female, all the instruction each is willing to receive.

Our system of education has not attained its present position, nor is it continued, without opposition. While a nearly unanimous sentiment concedes the necessity of rudimentary instruction to all, and by the State, if not otherwise provided, the policy of a more comprehensive system of public education is questioned upon various grounds. A large and influential class, who look with anxious eyes to the eternal destiny, as well as the temporal career, of their fellow-men, doubt the sufficiency of a plan which must, of necessity, as the agent of a community divided by various and intensely conflicting sentiments, omit instruction upon the subject of religion; and they long for a system which, besides cultivating the mind, shall discipline the heart and irradiate the soul, even though amid their jarring interests, they present no practicable scheme for the accomplishment of their desires. This point has several times been presented to the public in connection with our school system, but on each occasion, its judgment has been adverse. Yet no enlightened Christian can be indifferent to the importance or the objects of such aspirations. Bright would be the day, and happy its continuance, which should behold all our youth pass into active life, with their moral, intellectual, and spiritual faculties equally and thoroughly enlightened, cultivated, and disciplined. But as all this cannot be accomplished by united effort, it is well that the labor should be divided; and the respective parts assigned to the parent, the teacher, and the pastor. And while the State, to qualify her citizens for their political duties, and as a preventive of crime and pauperism, takes charge of the intellectual culture of her youth, and for that purpose marshals her army of teachers, it is gratifying to realize that she thereby aids those who preside at the hearth-stone and the altar. Will the educated children of the present day, when they assume the parental office, be less careful of the home training of their children? Will they be less efficient to aid and strengthen the religious organizations with which they unite? Certainly not. Every attribute of the human character, whether of good or evil, is matured and increases of itself. If the weeds of vice are

allowed to grow, they usurp the ground ; but if the seed of knowledge is planted, and the tree cultivated, it must bear nourishing fruit to the moral and spiritual nature ; because, kindred with the latter, there is an element of goodness, inherent in true knowledge of every kind. Hence the State, when she cultivates the mind, prepares its possessor to know, to appreciate, and to discharge his duties as a parent and a Christian.

Others have gone further in their objections, and contended that the separate cultivation of the intellect prepares men for infidelity. A miserable fallacy, indeed, or else religion would have a very frail foundation ! Will a knowledge of the wonderful organization of man, of the properties of animate and inanimate matter, of the phenomena and laws of the universe, lead the scholar to deny his God ? Will the study of moral philosophy teach him self justification, or of history, the plenitude of human power ? By no means. It may safely be asserted that no one can realize so completely the existence of a Supreme Power, as he who has studied the mechanism of his own system, pondered the mystery of infinite space, and tracked the wonders of the material universe. Such a man is led, while he accepts the laws of nature, to reject all teachings of her sufficiency, and to bow only to the voice of Inspiration. None can appreciate the supreme wisdom of the precepts of Jesus Christ, in their simplicity so infinitely exalted above all human philosophy, more fully than he who has sounded the depths of the latter. It cannot be that intellectual instruction which expands the mind, enlightens the conscience, elevates the taste, and disciplines the will, should tend otherwise than to purify the heart, and promote the eternal interests of the soul.

Among whom are the ranks of credulity recruited ? Except some of the depraved leaders who profit by the fraud, and who, if they were not so occupied, would find congenial pursuits in other channels of crime, do men of mental power or culture join the bestial herds of Mormonism ? Are the victims of spiritualism generally of sound and cultivated minds ? Are they not, rather, with perhaps a few exceptions, persons of latent mental derangement, though of apparent soundness, of superficial cultivation, or credulous ignorance ? Or does the acquisition of any kind of knowledge lead men to the dreadful

bondage of fanaticism and superstition? It is a gratifying fact, that very seldom indeed does a person of thorough education become the victim of any of these terrible evils.

Some have depreciated the benefit of a high degree of general education on the ground of an alleged deterioration in general integrity, if not in morals, during the last quarter of a century—a period, certainly, of great intellectual progress. It is doubtless true that the “sharp practices” of trade have been rendered still sharper, perhaps on both sides, under the attrition of the vigorous enterprise, and consequent competition, of the present age. That enterprise, however, is the result of an impulsion, if not restlessness, of the times, which has also aided the work of education by implanting in the breasts of men, of our own country especially, a yearning for knowledge and the incentive of a greater ambition; and the eager contest for material objects, and the unworthy artifices to which men are tempted in the ardor of the pursuit, cannot be justly attributed to the improvement of their intellectual faculties. On the contrary, if this more vigorous enterprise were not also a result of the new life of the civilized world, so that it must, inevitably, have increased while education progressed, it is probable that an enlarged sphere of mental culture, acting alone, would have diminished whatever dishonesty there was in trade; while under the pressure of a common impulse of progress, it has only been efficient to restrain the corruptive tendencies and wrongful appliances incident to a more eager and reckless race for wealth. It needed not mental improvement to teach men to adulterate goods, or use false weights, or utter false pretences, or make wrong entries, or forge an obligation. The practice of these frauds is more ancient than Common Schools. It might rather be argued, that an enlarged mental vision, by quickening the conscience and the perception of danger, would operate to deter men from such destructive resorts; while no ingenuity can develop a process by which the expansion or culture of the mind could possibly, of itself, diminish the integrity of the individual.

In respect to personal morality, strictly speaking, it may, at least, be confidently claimed that it has not decreased during the educational progress of the present century. To be sure,

villages have grown into cities, and become inoculated with the vices of cities. A speedy growth, presenting marked contrasts in attendant circumstances, is a common feature in our own prosperous country. But the manifestation of vices common to communities of the greater size, does not prove a less general morality, any more than does the practice, in manhood, of vices which in childhood were unknown. But this point demands more than a negative claim. It is an indisputable fact that the tone of social morality has improved during the present century. Language and conduct which were tolerated and excused at its beginning, would now be visited with decisive condemnation. Nor is this improvement only the hypocritical covering up of vice with the cloak of refinement. Of course, vice, under a higher moral tone of the community, is more carefully concealed; but that improved tone could not be maintained unless its inner sources were also purified. The issue may be safely made that no comparisons, which can be drawn from the record of crime and immorality, will show that, proportionately, men are now, either in degree or number, more criminal or immoral than they were at any former period.

Turning from the spheres of business and social intercourse to that of official administration, we enter upon a field in which, in popular estimation, the rank weeds of corruption have increased to an unprecedented extent. Nor, in the consideration of this point, is it wise to forget, that this corruption is an evil of lamentable magnitude, and deserving the serious attention and earnest effort of every patriotic citizen. Our nearness to the revolutionary era brings the men of that period in marked contrast to the present generation, to the great disadvantage of the latter. But those patriots, of sylvan character, moving amid exigencies which tried men as by a "refiner's fire," are not the proper standards of comparison for ordinary times. If we measure the official integrity of the present, not by the intense corruption of the reign of Charles the Second, but by the standard of any modern British administration, we shall not find that our case, bad as it may be, is beyond precedent. Among the recent cases of members or ex-members of the House of Commons, who have been pilloried to the public gaze as criminals, are those of John Sadlier, Representative from Sligo,

who sought refuge from his enormous forgeries in the additional crime of suicide ; Sir John Dean Paul transported for embezzlement ; John McGregor, from Glasgow, the famous writer, and Humphrey Brown, from Tewksbury, defrauding directors of the Royal British Bank, and the Hon. Francis Villiers convicted of swindling, who absconded to escape punishment. In addition to these, there have been developed the most deplorable instances of personal immorality in the ranks of the nobility. If the House of Commons furnishes such signal cases of lapse from personal integrity, it would be idle to suppose that there are wanting members ready to avail themselves of opportunities for official corruption. We may, therefore, conclude that, at the worst, our servants are not more inclined to unfaithfulness than those of our neighbors ; but there are also circumstances which present our own case in an aspect more favorable. The number of the governing class in this country is many times larger than in Great Britain. There, those who serve in a representative capacity, comprise but a small portion of the population ; here, with our greater number and more frequent changes, they form a large proportion of the whole. Our representatives are not only taken for shorter periods and exposed, without the discipline of experience, to the temptations of capitals ; but, as they are in closer communication with the masses, their delinquencies become more notorious. In this country also, as the incumbency of office is limited, and there is no pension afterwards, the temptation to seize upon passing opportunities of unlawful gain, is more powerful. Besides in monarchical countries, there is a greater degree of accountability. As the revenues flow to the crown, whose comfort and splendor depend upon their amount, there is necessarily a more vigilant watch to save them from drippings by the way. A candid consideration of these and other facts of a similar nature, will lead every unprejudiced mind to the conclusion, that, grievous as is the extent of official corruption which our country has occasion to deplore, it is not beyond amendment, nor at all the result of the greater spread of the blessings of the education among our people.

The more thoroughly this whole subject is reviewed, the stronger will be the conclusion that, with the additional temptations

to, and facilities for, evil which attend our time and country, it is wonderful that the standard of right has been maintained as erectly, and adhered to as generally, as has been the case ; and the result must be attributed to our increased educational progress, impelled by the same causes and operating simultaneously. And this should be said, not in an unworthy spirit of self-glorification, but as a grateful encouragement to future exertion. If, amid the dangers of the past, the right has held its own in the contest with evil, how signal the victory which shall reward continued effort !

Of all the dangers which threaten the future of our country, none, not even the fœtid tide of official corruption, is so fearful as the gradual decrease in our habits of obedience. This is a result of the "inalienable right of liberty" which we enjoy so fully ; and is shown in the impaired force of parental influence, a greater disregard of the rights and comforts of others, and an increasing tendency to evade or defy the authority of the law. Young America is now exuberant in its independence ; but the greatest blessing it can have, is to be saved from itself, and to be taught that liberty rising above love, destroys its victim ; untempered by humanity, is merely selfishness, and unregulated by law, becomes anarchy. This discipline is the work of Education, and can only be accomplished by its broadest and most thorough operation.

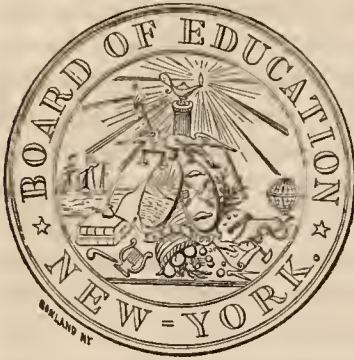
Also looming up with portentous significance is the danger which threatens our people from unemployed time. We live not only in an age which is speeded with new life, but in a country of unparalleled enterprise. We think more quickly, act more readily, and accomplish in proportion. The elements are chained into use, and machinery is lessening the weight of the primal imposition of labor. With the increased necessities to our comfort and enjoyment, which fortunately have attended our enlarged facilities, the demand upon our time to secure them is nevertheless diminishing. A quarter of a century has seen the hours of manual labor universally reduced from twelve to ten, the spinning-wheel and the loom depart from the homestead, and the needle yielding to the sewing machine. It cannot be supposed that this decrease in the requirement of time for labor, is at an end. Our hours of leisure are to increase—

and for what? Upon the solution of this question depends our destiny.

If the time we save from labor, is given to idleness with its train of vices, we are inevitably lost; and the problem of our history will be as mournful and even more instructive than that of the ancient republics. To overcome the dangers which threaten us, and work out our national salvation, we can have no hope save in Universal Education. It is an inspiring and consoling proof of the supreme love and wisdom of the Almighty, that, with each new danger in the path of his subjects, he presents the means of relief. Thus, with our increased material enterprise and advancement, he has spread the blessings of an enlarged mental culture to aid us in our progress, employ the time gained from labor, and discipline us to resist the temptations of evil. Thus have we been preserved so far, and thus only can we secure the future victory.

In this policy of Universal Education, the reflecting mind will perceive the safety-valve to our future progress; Education beginning in the mother's lap and ending only upon the bed of death; Education of the heart and the mind and the soul; Education which shall promote our temporal happiness, increase our usefulness to society, and prepare us for the destinies of immortality; Education at home, in the school-room, the lecture-room, the house of worship, the fields of nature and the walks of life; Education by the mother, instilling those seeds of virtue which will bear life-long fruit; by the father training the child to habits of obedience, which will be the surest preservative of its own happiness, and the strongest bulwark of the State; by the teacher, developing the realms of science, and disciplining the intellect to its dominion; by the pastor leading the spirit along the track of inspiration to the realization of its eternal welfare; and by the individual revolving all through the wonderful mechanism of his own organization, and faithfully using his divinely given powers and opportunities to bring his character nearer and nearer to the "bright pattern of the Christian life" Towards this Education, the State must do her part by presenting to all, of either sex and of whatever age, the fullest means of mental improvement, and for the acquisition of knowledge; but these will be vain and wasted unless the work is also prose-

cuted in other respects and by other agencies. As the noblest duty, therefore, of patriotism, of humanity, of religion, the call comes to us, one and all, to aid this great and vital cause—UNIVERSAL EDUCATION.



By order of the Board.

ANDREW H. GREEN,
President.

ALBERT GILBERT,
Clerk.

Schedule No. 1.

Showing the length of time each School has been kept open, and the Average Attendance, and the Whole Number Taught in the several Schools, as appears from the Annual Returns for year ending January 1st, 1857.

Schools.	Number of Sessions.	Average Attendance.	Whole No. Taught.	Location of Schools.
School No. 1.				
Boys' Department,	443	206,342	611	} Fourth Ward, 245 William st., near Duane.
Girls' do.	444	144,352	412	
Primary do.	444	308	1020	
School No. 2.				
Boys' Department,	450	289,183	724	} Seventh Ward, 116 Henry st., near Pike:
Girls' do.	449	205,140	637	
Primary do.	450	460,410	1216	
School No. 3.				
Boys' Department,	453	291,231	859	} Ninth Ward, cor. of Hudson and Grove sts.
Girls' do.	453	291, 20	676	
Primary do.	453	424,158	1181	
School No. 4.				
Boys' Department,	449	217, 14	576	} Thirteenth Ward, 203 Rivington st.
Girls' do.	447	279,401	715	
Primary do.	447	643,134	2370	
School No. 5.				
Boys' Department,	225	131, 74	304	} Fourteenth Ward, 222 Mott st.
Girls' do.	225	138	278	
Primary do.	225	188	467	
School No. 6.				
Boys' Department,	} 460	262, 66	558	} Twelfth Ward, Randall's Island.
Girls' do.				
Primary do.	460	347,387	846	
School No. 7.				
Boys' Department,	442	214,289	578	} Tenth Ward, 60 Chrystie st., near Hester.
Girls' do.	444	169	513	
School No. 8.				
Boys' Department,	452	145,284	377	} Eighth Ward, 66 Grand st., near Wooster.
Girls' do.	452	72,369	217	
Primary do.	443	188, 43	631	

In these tables the figures to the right, in the columns of Average Attendance, are intended to express the number of 460ths of a whole number used in the calculation, thus—206,342, as stated to be the average of the Boys' Department of Ward School No. 1, is meant to express $206\frac{342}{460}$.

Schools.	Number of Sessions.	Average Attendance.	Whole number Taught.	Location of School.
School No. 9.				
Boys' Department,	449	98,262	257	} 22d Ward, cor. of 82d st. and 11th Avenue.
Girls' do.	449	74,146	198	
School No. 10.				
Boys' Department,	448	103,243	286	} 15th Ward, 180 Wooster street, near Bleecker.
Primary do.	448	236,361	760	
School No. 11.				
Boys' Department,	446	356,291	815	} Sixteenth Ward, 17th st., near 8th Avenue.
Girls' do.	444	298,206	688	
Primary do.	446	725, 21	1973	
School No. 12.				
Boys' Department,	443	186,137	468	} Seventh Ward, 371 Madi- son st., near Jackson.
Girls' do.	442	158, 97	407	
Primary do.	441	316,249	1061	
School No. 13.				
Boys' Department,	444	144,156	480	} Seventeenth Ward, 298 Houston st., between Norfolk and Essex sts.
Girls' do.	446	156,248	381	
Primary do.	444	241,175	816	
School No. 14.				
Boys' Department,	450	233,366	628	} Twenty-first Ward, 27th st., near Third Avenue.
Girls' do.	446	186,181	467	
Primary do.	449	398,188	1578	
School No. 15.				
Boys' Department,	451	294,420	848	} Eleventh Ward, 289 Fifth st., between Avenues C and D.
Girls' do.	446	266, 75	690	
Primary do.	449	472,	1063	
School No. 16.				
Boys' Department,	453	128,390	324	} Ninth Ward, Thirteenth st., near 7th Avenue.
Girls' do.	453	102,300	303	
Primary do.	453	207, 68	703	
School No. 17.				
Boys' Department,	449	258,331	604	} Twenty-second Ward, 47th street, between 8th and 9th Avenues.
Girls' do.	449	243,311	588	
Primary do.	447	531,362	1169	
School No. 18.				
Boys' Department,	450	109,211	317	} Nineteenth Ward, 51st st. and Lexington Avenue.
Girls' do.	450	96, 49	268	
Primary do.	447	226,433	841	
School No. 19.				
Boys' Department,	452	266,202	817	} Seventeenth Ward, cor. 1st Avenue and 9th st.
Girls' do.	452	207, 22	733	
Primary do.	452	444,221	1475	
School No. 20.				
Boys' Department,	445	318,241	758	} Tenth Ward, Ludlow st., near Delancy.
Girls' do.	445	212,252	532	
Primary do.	445	541,397	1485	
School No. 21.				
Boys' Department,	447	165,	536	} Fourteenth Ward, Marion street, near Prince.
Girls' do.	446	125,163	355	
Primary do.	447	386,	1020	
School No. 22.				
Boys' Department,	448	209,206	499	} Eleventh Ward, Stanton st., corner of Sheriff.
Girls' do.	448	218,437	358	
Primary do.	406	271,	798	

Schools.	Number of Sessions.	Average Attendance	Whole number Taught.	Location of School.
School No. 23.				
Boys' Department,	295	152,	504	} Sixth Ward, 26 and 28 City Hall Place.
Girls' do.	295	110,248	298	
Primary do.	295	241, 20	1115	
School No. 24.				
Boys' Department,	443	193,	746	} Sixth Ward, Elm st., near Leonard.
Girls' do.	443	135,298	377	
Primary do.	443	323,	900	
School No. 25.				
Boys' Department,	444	105,384	464	} Fourth Ward, 13 Oak st.
Girls' do.	444	34,205	141	
Primary do.	442	99,289	413	
School No. 26.				
Boys' Department,	432	140,286	415	} Fourth Ward, 32 James st., near Chatham.
Girls' do.	430	96,358	347	
Primary do.	432	248,144	1055	
School No. 27.				
Boys' Department, } Girls' do. }	441	216,155	906	} Fourth Ward, 74 Oliver street.
School No. 28.				
Boys' Department,	449	250, 34	612	} Twenty-second Ward, 40th st., near 8th ave.
Girls' do.	450	194,267	464	
Primary do.	450	465,	1349	
School No. 29.				
Boys' Department,	442	194, 6	429	} First Ward, 97 and 99 Greenwich street.
Girls' do.	449	119,210	298	
Primary do.	449	580,220	1560	
School No. 30.	447	193,232	818	11th Ward, 276 Second st.
School No. 31.				
Boys' Department,	451	187,141	439	} Seventh Ward, Monroe st., near Montgomery.
Girls' do.	450	121,146	332	
Primary do.	450	311,349	908	
School No. 32.				
Boys' Department,	450	139, 45	325	} Fourteenth Ward, Baxter st., near Grand.
Girls' do.	448	114,391	287	
Primary do.	448	381,	1371	
School No. 33.				
Boys' Department,	435	236, 88	643	} Twentieth Ward, 35th st., near 9th Avenue.
Girls' do.	435	250,212	650	
Primary do.	435	595,	1709	
School No. 34.				
Boys' Department,	389	143,333	414	} Thirteenth Ward, Broome st., between Sheriff and Willet.
Girls' do.	389	129,191	378	
Primary do.	424	287,175	814	
School No. 35.				
Boys' Department,	449	374,160	831	} Fifteenth Ward, 13th st., near 6th avenue.
Girls' do.	451	238, 36	813	
School No. 36.				
Boys' Department,	488	244, 20	957	} Eleventh Ward, 9th st., near Avenue C.
Girls' do.	443	211,130	660	
Primary do.	444	486, 76	1864	

Schools.	Number of Sessions.	Average Attendance.	Whole No. Taught.	Location of Schools.
School No. 37.				
Boys' Department,	458	149,170	258	{ Twelfth Ward, 86th st., near Fourth Avenue.
Girls' do.	454	116, 39	233	
Primary do.	451	205,281	662	
School No. 38.				
Boys' Department,	452	272,360	607	{ Eighth Ward, Clarke st., near Broome.
Girls' do.	452	263,429	630	
Primary do.	452	471,167	1445	
School No. 39:				
Boys' Department,	453	127, 49	300	{ Twelfth Ward, 125th st., bet. 2d and 3d Aves.
Girls' do.	453	81,290	185	
Primary do.	452	211,399	590	
School No. 40.				
Boys' Department,	448	552,310	1278	{ Eighteenth Ward, 20th st., bet. 1st and 2d Aves.
Primary do.	447	413,242	1296	
School No. 41.				
Boys' Department,	453	374,119	842	{ Ninth Ward, Greenwich st., opp. Charles st.
Girls' do.	454	284,235	657	
Primary do.	453	471,339	1224	
School No. 42.				
Boys' Department,	445	305,280	785	{ Tenth Ward, Allen st., between Walker and Hester sts.
Girls' do.	446	262,329	726	
Primary do.	447	660, 52	1688	
School No. 43.				
Boys' Department,	454	19, 84	119	{ Twelfth Ward, 129th st., & 10th Av., Manh'ville.
Girls' do.	454	95, 90	260	
School No. 44.				
Boys' Department,	457	393,362	876	{ Fifth Ward, cor. North Moore and Varick sts.
Girls' do.	448	368,355	848	
Primary do.	448	660,221	1482	
School No. 45.				
Boys' Department,	446	460,196	1006	{ Sixteenth Ward, 24th st., bet. 7th and 8th Aves.
Girls' do.	446	401,191	934	
Primary do.	445	817,	2634	
School No. 46.				
Boys' Department,	453	63,291	183	{ Twelfth Ward, 156th st., bet. 9th and 10th Aves.
Girls' do.	453	51,359	143	
School No. 47.				
Girls' Dept. (senior)	410	68,	195	{ Fifteenth Ward, 12th st., near University Place.
Girls' do. (junior)	449	273, 11	753	
Primary Dept.	317	116, 28	508	
School No. 48.				
Boys' Department,	409	215,266	570	{ Twentieth Ward, 28th st., near 6th Avenue.
Girls' do.	408	228,	632	
Primary do.	408	574,388	1506	
School No. 49.				
Boys' Department,	450	232,454	650	{ Twenty-first Ward, 37th st., bet. 2d and 3d Aves.
Girls' do.	440	165, 91	463	
Primary do.	440	610,435	1756	
School No. 50				
Girls' do.	426	400,356	1202	{ Eighteenth Ward, 20th st., bet. 2d and 3d Av.
Primary do.	426	376,152	1329	
Total.....		36,203,364	102,174	

PRIMARY SCHOOLS.

Schools.	Sessions.	Average.	No. Taught.	Location of Schools.
Primary School No. 1,	445	98,440	236	10th Ward, 88 Orchard st. nr Broome
.. .. 2,	447	136,	634	6th .. 108 Bayard st. nr. Baxter.
.. .. 3,	451	110, 66	229	11th .. 100 Cannon st. nr Stanton
.. .. 4,	440	160, 39	483	10th .. Chrystie st., nr. Delancy.
.. .. 5 & 18,	448	166,	556	7th .. 401 Cherry st. nr Scammel
.. .. 7,	447	120,	399	11th .. 321 6th st. bet. avs. B & C.
.. .. 8,	452	85,324	279	8th .. 61 Thompson street.
.. .. 10,	452	122,378	318	9th .. 174 Amos st nr Washingt'n
.. .. 13,	447	194,	617	6th .. 101 Bayard st., nr. Baxter.
.. .. 14,	444	134,243	429	10th .. rear W. S. 7, 60 Chrystie.
.. .. 15,	455	157,	477	17th .. 86 Stanton st. nr. Chrystie.
.. .. 16,	447	206,248	715	13th .. Cannon st., near Broome.
.. .. 17,	449	118, 21	407	5th .. 461 Greenwich street.
.. .. 19,	466	134, 30	411	16th .. 20th st., near 7th avenue.
.. .. 20,	446	116,149	354	11th .. cor. Avenue C and 4th st.
.. .. 22,	453	192,376	462	9th .. cor. Bleecker & Downing.
.. .. 23 & 24,	452	91, 36	272	8th .. 61 Thompson street.
.. .. 25,	446	110,	260	16th .. 98 West Seventeenth st.
.. .. 26,	445	121, 33	308	16th .. 98 West Seventeenth st.
.. .. 27,	452	133,385	321	9th .. 174 Amos st nr Washingt'n
.. .. 28,	454	96,	410	6th .. 114 White st., nr, Centre.
.. .. 29 & 30,	446	170,	469	1st .. 3 Stone street.
.. .. 31 & 32,	452	69,141	251	9th .. 175 Barrow st nr Greenw'h
.. .. 33 & 52,	448	142,340	512	18th .. bet. Madison and 4th avs.
.. .. 34,	449	178, 78	583	22d .. cor. 8th av. and 43d st.
.. .. 35,	449	148, 97	479	5th .. 461 Greenwich street.
.. .. 36,	453	75,	238	9th .. Waverly Place nr Bank st.
.. .. 37,	453	80,	203	9th
.. .. 38,	444	132,374	391	10th .. rear W. S. 7, 60 Chrystiest
.. .. 39,	445	101,410	332	16th .. 233 West 18th street.
.. .. 40,	446	109,232	303	} 13th.. rear of 147 Clinton street.
.. .. 41,	446	111, 30	290	
.. .. 42,	445	112,228	316	11th .. 100 Cannon st. nr Stanton.
.. .. 43,	448	110,192	339	} 13th.. Rivington st., nr. Goerck.
.. .. 44,	448	105, 76	357	
.. .. 45,	452	210,131	585	17th .. Houston st., near Forsyth.
.. .. 46,	450	184,	515	} 17th.. bet. Third and Fourth avs.
.. .. 47,	323	115, 97	517	
.. .. 48,	446	103,417	283	16th .. 233 West Eighteenth st.
.. .. 49,	451	166,	564	9th .. Horatio st., near Hudson.
.. .. 50,	452	112,339	307	} 8th .. 545 Greenwich street.
.. .. 51,	452	84,331	261	
.. .. 53,	499	265,	1020	11th .. Fourth st., nr. Avenue C.
.. .. 54,	447	274,	917	20th .. 29th st., near 9th avenue.
.. .. 55,	460	82, 14	290	19th .. 84th street, near 4th av.
.. .. 56,	244	509,158	1700	20th .. 37th street near 10th av.
.. .. 57,	451	258,223	811	18th .. cor 23d street, and 2d av.
.. .. 58,	448	589,	1560	18th .. 19th st. bet. 1st av & Av A
.. .. 59,	230	128,	402	12th .. Ward's Island.
Total.....	...	7534,236	23372	

COLORED SCHOOLS.

Schools.	Sessions.	Average.	No. Taught.	Location of Schools.
Colored School No. 1.				
Boys' Department,	446	141,218	307	} 14th Ward, 135 Mulberry street, near Grand.
Girls' do.	446	110,	220	
Colored School No. 2.				
Boys' Department,	450	46,429	130	} 8th Ward, 51 and 53 Laurens street.
Girls' do.	450	64,450	155	
Primary do.	450	93,323	351	
Colored School No. 3.	467	15,	58	22d Ward, 85th street, between 7th and 8th Aves.
Colored School No. 4.	442	13,315	28	12th Ward, 117th street, near 2d Avenue.
Colored School No. 5.				
Boys' Department, }	452	100,442	569	} 5th Ward, 19 Thomas st.
Girls' do.				
Primary do.				
Colored School No. 6.				
Male and Female,	365	58, 7	189	20th Ward, 1167 Broadway, near 37th street.
Primary School No. 1.	438	104,111	301	16th Ward, 15th street, near 7th Avenue.
Primary School No. 2.	446	67,	176	} 11th Ward, rear of church in Second street, near Avenue C.
Primary School No. 3.	446	54,	175	
Total,.....	.....	869,455	2,659	

RECAPITULATION

OF THE AVERAGE ATTENDANCE BY WARDS FOR THE YEAR 1856.

1st Ward.....	1063, 436	14th Ward.....	2019, 431
4th "	1601, 215	15th "	1409, 379
5th "	1790, 118	16th "	3734, 66
6th "	1581, 106	17th "	2126, 332
7th "	2403, 12	18th "	2733, 243
8th "	1994, 204	19th "	514, 247
9th "	3415, 380	20th "	2941, 199
10th "	3211, 176	21st "	1827, 335
11th "	3712, 199	22d "	2309, 411
12th "	1873, 60		
13th "	2343, 186	Total,.....	44,608, 135

CORPORATE SCHOOLS.

Schools.	Number of Sessions.	Average Attendance.	Number Taught.
New York Orphan Asylum.			
Boys' Department.....	506	66, 17	84
Girls' do.	504	62, 184	72
Primary do.	510	50, 10	54
Roman Catholic Orphan Asylum.			
Boys' Department.....	477	370,	480
Girls' do.	451	261, 133	365
Protestant Half-Orphan Asylum,.....	516	197, 90	265
Mechanics' Society School.			
Boys' Department.....	430	7,	14
Girls' do.	220	10,	20
House of Refuge.			
Boys' Department.....	514	452, 32	721
Girls' do.	560	67,	175
Hamilton Free School.....		33,	118
Leake and Watts' Orphan House.			
Boys' Department.....	504	62, 268	76
Girls' do.	504	149,	176
Colored Orphan Asylum.			
1st Department.....	614	45, 88	276
2d do.	614	173, 175	276
3d do. ....	...	.....	...
4th do.	614	31, 401	276
American Female Guardian Society.			
Boys' Department.....	520	42,	189
Girls' do.			
Home Industrial School.			
Boys' Department.....	520	112,	300
Girls' do.			
New York Juvenile Asylum.			
Boys' Department.....	567	237,	571
Girls' do.			
House of Reception.			
Boys' Department.....	622	85,	988
Girls' do.			
Ladies' Home Missionary Society.			
Boys' Department.....	531	97, 69	400
Girls' do.			
Primary do.	531	135, 14	421
Five Points House of Industry.			
Boys' Department.....	520	251,	1200
Girls' do.			
Total. ....	.....	2997, 101	7517

AVERAGE ATTENDANCE IN DETAIL FOR 1856.

Ward Schools—Boys' Grammar Departments.....	10,137, 222
“ “ Girls' “ “	8,466, 110
“ “ Primary “	17,600, 032
Primary Schools	7,534, 236
Colored Schools.....	869, 455
Corporate Schools.....	2,997, 101
Total,.....	47,605, 236

RECAPITULATION

OF THE ATTENDANCE FOR THE YEAR 1856.

Schools.	Average.	Whole Number.
Grammar Schools and Primary Departments.....	36,203,364	102,174
Primary Schools.....	7,534,236	23,372
Colored Schools.....	869,455	2,659
Total Ward Schools.....	44,608,135	128,205
New York Orphan Asylum.....	178,211	210
Roman Catholic Orphan Asylum.....	631,133	845
Protestant Half-Orphan Asylum,	197, 90	265
Mechanics' Society School,.....	17	34
House of Refuge.....	519, 32	896
Hamilton Free School,.....	33,	118
Leake and Watts' Orphan House,.....	211,268	252
Colored Orphan Asylum,.....	250,204	828
Female Guardian Society,.....	42,	189
Home Industrial School,.....	112,	300
New York Juvenile Asylum,.....	237,	571
House of Reception,.....	85,	988
Ladies' Home Missionary Society,.....	232, 83	821
Five Points House of Industry,.....	251,	1,200
Total,	47,605,236	135,722

Schedule No. 2.

*Revenues and Expenditures of the Free Academy from January 1st,
1856, to December 31st, 1856, inclusive.*

ON ACCOUNT OF SUPPORT.

1856.		
Jan. 1.	Balance of appropriations in 1855 unexpended.....	\$472 57
	Appropriations in 1856.....	40,000 00
		<hr/>
		\$40,472 57

Expenditures.

For Salaries	\$33,029 24	
“ Apparatus	51 36	
“ Chemicals	49 25	
“ Printing	429 88	
“ Advertising	27 70	
“ Lighting the building.....	45 00	
“ Fuel	612 44	
“ Binding Books.....	128 63	
“ Engraving dies for medals	240 00	
“ Design	30 00	
“ Expenses of Exhibition	208 00	
“ “ Prize Speaking	69 25	
“ “ Commencement.....	661 44	
“ Postages.....	15 00	
“ Supplies and incidental expenses.....	110 15	
“ Trees planted.....	101 00	
	<hr/>	35,808 34
Balance		<hr/>
		\$4,664 23

ON ACCOUNT REPAIRS AND FURNITURE.

1856.		
Jan. 1.	Balance of appropriation in 1855 unexpended.....	\$1,541 92
	Appropriation in 1856.....	1,000 00
		<hr/>
		\$2,541 92

Expenditures.

For Furniture.....	\$708 75	
“ Book Cases.....	600 00	
“ Repairs.....	365 26	
“ Fitting up	51 96	
“ Cleaning.....	150 00	
	<hr/>	\$1,875 97
Balance		<hr/>
		\$665 95

LIBRARY ACCOUNT.

1856.		
Jan. 1.	Balance from 1855.....	\$853 90
	Distributive share of State Literature Fund.....	737 90
		<hr/>
		\$1,591 80
	Paid for library books	1,580 44
		<hr/>
	Balance	11 36

DEPOSITORY ACCOUNT.

Appropriated for text books and stationery in 1856....	\$4,631 57
Amount of books, stationery, &c., furnished from Depository in 1856.	4,631 57

RECAPITULATION.

Revenues.

1856.			
Jan. 1.	Balance on account Support	\$472 57	
	“ “ Repairs	1,541 92	
	“ “ Library	853 90	
	Appropriations on account of Support.....	40,000 00	
	“ “ Repairs.....	1,000 00	
	“ “ Depository	4,631 57	
	Received from State Literature Fund.....	737 90	
		<hr/>	
	Total Revenue	\$49,237 86	

Expenditures.

On account of Support	\$35,808 34
“ Repairs.....	1,875 97
“ Depository.....	4,631 57
“ Library	1,580 44
	<hr/>
Total Expenditures..	\$43,896 32

Balances.

On account of Support	\$4,664 23	
“ Repairs	665 95	
“ Library.....	11 36	
	<hr/>	
Dec. 31.	Total Balances	\$5,341 54
		<hr/>
		\$5,341 54
		<hr/>
		\$49,237 86

Schedule No. 3.

Showing the Expenses incurred for Teachers' Salaries, Books and Stationery, Repairs and Supplies, Fuel, &c., in the Ward School of each Ward, and the value of Supplies from the Depository, and repairs by the Shop, for the year ending December 31, 1856.

Schools.	Teachers' Salaries.	Janitors' Wages.	Repairs.	Repairs by Shop.	Furniture.	Fuel.	Supplies.	Supplies from Depository.	Cleaning.	Printing and Advertising.	Miscellaneous.	Total for 12 Months.
1st Ward.	\$10,572 78	\$530 00	\$423 77	.....	.....	\$626 39	\$19 45	\$6,751 85	\$254 77	.....	.....	\$14,289 01
4th "	18,141 57	825 10	2,123 30	\$177 02	\$92 50	1,056 32	188 93	2,252 21	246 44	\$18 00	.....	25,121 39
5th "	15,884 28	846 92	920 41	7 08	15 00	1,042 08	230 42	2,124 94	350 25	339 71	.....	21,761 09
6th "	18,348 64	1,315 89	1,702 26	284 18	182 56	1,190 64	452 84	3,490 06	242 73	78 80	.....	27,288 54
7th "	26,586 30	1,228 97	2,088 06	494 43	192 76	1,397 76	195 85	3,582 92	371 32	286 45	30 06	36,454 88
8th "	22,680 62	933 24	693 60	1067 39	39 67	826 27	131 71	2,759 81	308 50	125 60	.....	29,572 41
9th "	30,403 56	1,429 03	1,875 04	151 54	.....	1,825 64	105 74	3,280 40	514 91	86 00	.....	39,672 86
10th "	28,231 48	1,310 49	1,854 59	11 90	203 62	1,458 47	212 71	5,575 75	338 06	258 04	.....	39,455 11
11th "	38,304 61	2,083 56	1,076 73	34 67	381 76	2,011 10	651 97	6,516 60	624 87	18 05	.....	51,713 92
12th "	20,005 98	912 07	1,055 36	44 04	108 50	1,357 30	176 76	2,693 04	154 13	16 50	.....	26,523 68
13th "	27,124 72	1,196 68	1,495 57	185 94	175 50	1,157 36	357 92	1,887 85	173 00	121 75	.....	33,876 29
14th "	23,228 16	1,150 60	1,624 19	258 09	176 00	1,206 45	175 93	3,402 53	181 00	61 18	.....	31,464 13
15th "	16,180 66	1,164 21	1,205 24	1196 18	92 00	1,688 91	105 48	4,800 95	228 87	90 28	.....	26,842 78
16th "	31,124 65	1,049 92	349 54	139 74	.....	1,543 70	76 50	4,750 17	269 75	130 12	.....	39,436 09
17th "	15,736 58	756 24	214 00	1493 64	30 25	504 91	128 94	2,938 06	145 00	51 71	9 00	22,208 33
18th "	19,092 38	1,634 98	867 65	527 10	410 25	1,403 15	150 71	3,299 03	365 50	69 70	.....	27,820 45
19th "	7,870 04	767 04	387 83	74 36	.....	5 00	177 90	1,093 78	30 00	118 88	.....	10,524 83
20th "	24,296 18	1,374 37	1,344 44	748 61	27 50	1,755 98	271 71	5,921 75	277 96	82 53	.....	35,891 03
21st "	16,086 36	722 95	901 20	608 00	83 00	799 54	151 22	3,355 20	260 62	96 28	6 00	23,076 87
22d "	22,165 59	804 09	731 90	.....	104 67	1,277 99	212 27	4,095 11	174 50	84 67	.....	29,650 79
Total.	\$432,171 14	22,036 35	22,734 68	7703 91	2,315 48	24,186 96	4,264 96	69,573 01	5,528 18	2,134 25	45 06	\$592,643 98

Of the above, the sum of \$11,632 76 (viz., for Teachers' Salaries \$11,101 60, and for Janitors' Wages \$531 16,) for the 7th, 8th, 12th, 18th, 21st and 22d Wards, remains to be paid after the 1st of January, 1857.

Schedule No. 4.*Account by Years, Schools and Wards, &c., of the work done by the Shop.*

SCHOOLS.		1853.	1854.	1855.	1856.	Total per School.	Total per Ward.
1st Ward.	W. S. 29	\$283 28	\$114 56	\$6 88	.....	\$404 72	
	P. S. 29 and 30		125 91	.....		125 91	\$580 63
4th Ward.	W. S. 1	17 35	165 38	13 34	109 47	305 54	
	W. S. 26		236 68	.....	67 55	304 23	
	W. S. 27			50	.....	50	610 27
5th Ward.	W. S. 44				7 08	7 08	
	P. S. 17 and 35	2 50	.....	.....	.....	2 50	9 58
6th Ward.	W. S. 23	27 47	67 50	.....	109 66	204 63	
	W. S. 24	6 25	84 06	297 43	170 32	508 06	
	P. S. 2 and 13	5 58	8 43	1 33	4 20	19 59	
	P. S. 23	78	6 56	.....	.....	7 34	739 62
7th Ward.	W. S. 2	94 27	222 93	46 34	55 94	419 48	
	W. S. 12	1 22	217 91	42 00	437 99	699 21	
	W. S. 31 .....	.....	109 59	8 96	50	119 05	
	P. S. 5 and 18	5 00	9 44	50	.....	14 94	1,252 68
8th Ward.	W. S. 8	31 51	30 30	211 33	171 02	444 16	
	W. S. 83 .....	.....	58 05	743 02	654 14	1,455 21	
	P. S. 8, 23 and 24	9 69	1 14	25 29	30 57	66 69	
	P. S. 50 and 51	57 85	6 64	211 77	111 95	387 71	2,549 36
	C. S. 2	24 76	11 28	69 84	99 71	195 59	
9th Ward.	W. S. 3	14 56	823 01	107 06	151 54	1,096 17	
	W. S. 16	15 53	69 99	10 05	.....	95 57	
	W. S. 41 .....	.....	.....	50	.....	50	
	P. S. 22	1 78	.....	66	.....	2 44	
	P. S. 10 and 27	4 34	5 81	.....	.....	10 15	
	P. S. 31 and 32	3 25	.....	.....	.....	3 25	
	P. S. 36 and 37	7 12	11 88	10 33	.....	29 33	
	P. S. 49 .....	.....	8 15	2 45	.....	10 60	1,248 01
10th Ward.	W. S. 7	3 83	.....	2466 99	10 90	2,481 77	
	W. S. 20 .....	.....	260 00	.....	.....	260 00	
	W. S. 42 .....	.....	260 00	.....	.....	260 00	
	P. S. 4 .....	.....	.....	1 75	1 00	2 75	3,004 52
11th Ward.	W. S. 15 .....	.....	.....	29 96	.....	29 96	
	W. S. 22 .....	.....	.....	.....	34 67	34 67	
	W. S. 36 .....	.....	74 54	38 83	.....	107 87	
	C. P. S. 2 and 3 .....	.....	2 00	.....	.....	2 00	174 50
12th Ward.	W. S. 6 .....	.....	.....	.....	50	50	
	W. S. 37 .....	.....	1 25	.....	34 65	35 90	
	W. S. 39 .....	.....	.....	33	.....	33	
	W. S. 46 .....	.....	.....	.....	1 50	1 50	
	P. S. 59 .....	.....	.....	.....	7 39	7 39	45 67
13th Ward.	W. S. 4	1 20	44 37	.....	157 85	203 42	
	W. S. 34 .....	.....	.....	.....	23 09	23 09	231 51
14th Ward.	W. S. 5 .....	.....	.....	8 29	253 09	261 38	
	W. S. 32 .....	.....	.....	94	.....	94	262 32
15th Ward.	W. S. 10	14 99	51 43	39 42	384 59	490 43	
	W. S. 35	2 05	256 15	317 88	279 05	855 13	
	W. S. 47 .....	.....	.....	6 00	532 54	538 54	1,884 10
16th Ward.	W. S. 11	25 37	54 27	915 88	74 87	1,070 34	
	W. S. 45	15 37	419 92	145 46	32 47	613 22	
	P. S. 19	6 08	7 45	40 29	11 06	64 88	
	P. S. 25 and 26	31 08	8 54	2 63	11 23	53 78	
	P. S. 39 and 48	10 65	24 44	97 29	7 49	139 87	
	C. P. S. 1	50	13 00	72 74	2 62	88 86	2,030 95
17th Ward.	W. S. 13	20 79	62 87	69 50	1,669 44	1,822 50	
	W. S. 19	19 81	315 36	129 88	5 35	470 40	
	P. S. 15 .....	.....	11 86	2 58	.....	14 44	
	P. S. 45	1 25	16 15	13 42	8 85	39 67	
	P. S. 46 and 47	2 14	24 65	23 06	10 00	59 85	2,406 96
18th Ward.	W. S. 40	26 57	473 51	722 94	272 90	1,496 22	
	W. S. 50 .....	.....	.....	364 54	150 32	514 86	
	P. S. 33 and 52	4 89	227 72	47 82	.....	280 43	

SCHEDULE No. 4—Continued.

SCHOOLS.	1853.	1854.	1855.	1856.	Total per Schools.	Total per Wards.
18th Ward. P. S. 57	\$555 16	\$358 24	\$13 20	.....	931 60	
P. S. 58		1,021 76	71 84	103 88	1,196 93	4,420 09
19th Ward. W. S. 18		19 80	43 76	74 36	137 92	
P. S. 55			26 16		26 16	164 03
20th Ward. W. S. 33			6 01	2,063 72	2,069 73	
W. S. 48		33 00		245 07	278 07	
P. S. 56		18 05	60 31	56 13	134 49	
C. S. 6		3 71	94	83 60	88 34	2,570 63
21st Ward. W. S. 14	14 01	357 41	11 82	.....	383 24	
W. S. 49		9 00	1,453 14	608 00	2,070 14	2,453 23
22d Ward. W. S. 9		12			12	
W. S. 17	8 63	28 10			31 73	
W. S. 23		23 72			23 72	55 57
Totals for Ward Schools....	1,363 01	6,828 19	9,049 32	9,403 91	26,644 43	26,644 43
Free Academy.....		336 03	175 90	251 25	763 18	763 18
Hall Board of Education.....	1,675 93	5,179 32	408 74	573 04	7,837 03	7,837 03
Depository		347 93	443 58	463 12	1,254 63	1,254 63
Shop.....	20 00	200 24	158 85	69 80	448 89	448 89
Totals	\$3,058 94	\$12,591 76	\$10,236 39	\$10,761 12	\$36,943 21	\$36,943 21

Schedule No. 5.

Showing the Total Value of Books and Supplies furnished from the Depository during the year ending December 31st, 1856.

WARD SCHOOLS.

Schools.		Grammar Schools for Boys.	Grammar Schools for Girls.	Primary Departments.	Total.
No.	1	\$680 15	\$341 99	\$138 19	\$1,160 33
"	2	857 89	627 86	160 40	1,646 15
"	3	395 49	512 55	146 69	1,054 73
"	4	289 97	191 63	217 24	698 84
"	5	347 85	143 51	57 30	548 66
"	6	226 78	.....	73 31	300 09
"	7	864 62	615 31	.....	1,479 93
"	8	378 41	291 45	113 03	782 89
"	9	270 73	187 97	.....	458 70
"	10	397 10	43 59	182 51	623 20
"	11	913 80	556 50	392 56	1,862 86
"	12	634 05	423 72	168 99	1,226 76
"	13	543 11	439 62	158 96	1,141 69
"	14	780 77	557 66	314 87	1,653 30
"	15	854 56	781 53	432 08	2,068 17
"	16	214 67	232 94	65 81	513 42
"	17	891 06	735 59	215 40	1,842 05
"	18	339 21	444 29	205 73	989 23
"	19	575 36	595 73	207 98	1,379 07
"	20	825 82	559 43	252 80	1,638 05
"	21	597 08	368 35	253 67	1,219 10
"	22	996 94	857 79	258 85	2,113 58
"	23	444 94	408 41	222 05	1,075 40
"	24	912 94	756 81	434 07	2,103 82
"	25	.....	210 25	.....	210 25
"	26	294 93	271 22	84 01	650 16
"	27	.....	231 47	.....	231 47
"	28	780 44	637 15	194 65	1,612 24
"	29	881 81	320 12	258 61	1,460 54
"	30	145 51	.....	.....	145 51
"	31	347 23	241 97	43 93	633 13
"	32	300 54	646 96	246 79	1,194 29
"	33	460 46	658 16	441 42	1,560 04
"	34	400 80	226 11	113 07	732 98
"	35	1,121 03	33 08	213 49	1,367 60
"	36	786 37	427 73	324 90	1,539 00
"	37	612 90	217 24	207 32	1,037 46
"	38	466 66	524 51	249 46	1,240 63
"	39	299 04	170 74	160 87	630 65
"	40	1,282 08	.....	228 99	1,511 07
"	41	732 56	447 29	128 37	1,308 22
"	42	1,112 03	571 39	445 92	2,129 34
"	43	138 43	218 55	.....	356 98
"	44	852 60	550 90	427 27	1,830 77
"	45	866 42	1,102 01	390 91	2,359 34
"	46	103 02	77 08	.....	180 10
"	47	1,039 45	984 10	786 60	2,810 15
"	48	1,857 33	1,215 41	489 22	3,561 96
"	49	909 96	373 15	418 79	1,701 90
"	50	.....	1,173 38	148 70	1,322 08
		\$30,024 90	\$22,198 20	\$10,675 88	\$62,898 88

PRIMARY SCHOOLS.

No. 1.....	\$92 14	No. 33.....	\$54 91
" 2.....	143 84	" 34.....	137 85
" 3.....	129 08	" 35.....	85 37
" 4.....	131 81	" 36.....	73 24
" 5.....	44 09	" 37.....	36 01
" 6.....	.....	" 38.....	56 77
" 7.....	66 75	" 39.....	76 93
" 8.....	62 41	" 40.....	36 08
" 9.....	.....	" 41.....	93 89
" 10.....	51 74	" 42.....	71 87
" 11.....	.....	" 43.....	117 73
" 12.....	.....	" 44.....	97 33
" 13.....	105 24	" 45.....	214 92
" 14.....	47 71	" 46.....	54 72
" 15.....	91 35	" 47.....	56 31
" 16.....	110 00	" 48.....	123 87
" 17.....	84 89	" 49.....	79 59
" 18.....	32 79	" 50.....	110 53
" 19.....	66 27	" 51.....	64 87
" 20.....	72 08	" 52.....	81 19
" 21.....	.....	" 53.....	168 44
" 22.....	79 88	" 54.....	245 52
" 23 and 24.....	72 07	" 55.....	104 55
" 25.....	58 13	" 56.....	396 64
" 26.....	58 97	" 57.....	95 52
" 27.....	38 83	" 58.....	235 26
" 28.....	61 76	" 59.....	172 20
" 29.....	77 58		
" 29 and 30.....	213 73		
" 31 and 32.....	45 74	Total.....	\$5179 99

COLORED SCHOOLS.

COLORED WARD SCHOOLS.	Male Department.	Female Department.	Primary Department.	Total.
No. 1.....	\$230 30	\$210 18	.....	\$440 48
" 2.....	137 01	156 65	\$132 79	426 41
" 3.....	44 27	.....	.....	44 27
" 4.....	15 56	.....	.....	15 56
" 5.....	18 49	32 63	72 79	123 91
" 6.....	157 59	.....	.....	157 59
				\$1,208 22
COLORED PRIMARY SCHOOLS.				
No. 1.....	\$143 80	.....	.....	\$143 80
" 2.....	66 48	.....	.....	66 48
" 3.....	75 64	.....	.....	75 64
				\$1,494 14

EVENING SCHOOLS.

Wards.	Male.	Female.	Total.
1st Ward.....	\$245 57	\$41 37	\$286 94
4th ".....	337 85	170 93	508 78
5th ".....	254 62	.....	254 62
6th ".....	310 34	235 15	545 49
7th ".....	184 30	55 08	239 38
8th ".....	254 41	70 01	324 42
9th ".....	210 61	.....	210 61
10th ".....	338 26	124 90	463 16
11th ".....	888 14	258 09	1146 23
12th " Manhattanville.....	58 68	.....	470 80
12th " Yorkville.....	259 20	28 73	
12th " Carmansville.....	55 75	.....
12th " Harlem.....	68 44	.....
13th ".....	244 14	.....	244 14
14th ".....	262 68	229 63	492 31
15th ".....	217 56	204 89	422 45
16th ".....	512 80	214 23	727 03
18th ".....	404 23	221 34	625 57
19th ".....	158 50	.....	158 50
20th ".....	391 40	.....	391 40
21st ".....	284 31	.....	284 31
22d ".....	370 99	44 26	415 25
8th " Colored.....	35 45	35 13	70 58
Total.....	\$6348 23	\$1933 74	\$8281 97

* BOARD OF EDUCATION.....	\$1022 17	FREE ACADEMY.....	\$4361 57
SCHOOL OFFICERS.		NORMAL SCHOOLS.	
1st Ward.....	\$2 01	Male Normal School.....	\$355 04
2d ".....	10 17	Female Saturday Nor'l School.	2063 39
5th ".....	4 84	Female Daily Normal School.	1379 40
6th ".....	53 40	Colored Normal School.....	53 03
7th ".....	8 77		
8th ".....	0 78		\$3850 86
9th ".....	9 80	HOME OF THE FRIENDLESS....	\$6 30
10th ".....	25 00	RECAPITULATION.	
11th ".....	24 14	Grammar Schools..	\$52,223 10
12th ".....	12 23	Primary Schools..	15,855 87
13th ".....	41 95	Colored Schools..	1,494 14
14th ".....	52 51		\$69,573 01
15th ".....	16 37	Evening Schools.....	8,281 97
16th ".....	17 24	Normal Schools.....	3,850 86
20th ".....	30 05	Free Academy.....	4,631 57
21st ".....	22 58	School Officers.....	361 46
22d ".....	29 62	* Board of Education.....	1,022 17
	\$361 46	Carpenter's Shop.....	25 76
		Home of the Friendless.....	6 30
CARPENTER'S SHOP.....	\$25 76	Total.....	\$87,753 10

* Including Expense Account.

Schedule No. 6.

Containing a List of the School-Houses, with their Location, Size, and Cost of Site, Size, and Cost of Buildings, and the Date of their Erection.

Ward.	Location.	Size of Lot.	Cost of Site.	Character and Size of Buildings.	Cost of Buildings.	Date of Erection.
No. 1	245 William street, near Duane.....	68 ft. front, 66 ft. deep..	\$8000	{ 3 stories high, 40 ft. frt. by 60 ft. dp. }	\$12,000 00	1838
2	116 Henry street.....	75 " 100 " ..	8000	{ 4 wings, each 14 ft. frt. 16 ft. dp. }	22,000 00	1835
3	490 Hudson street, corner Grove	65 " 130 " ..	20000	{ 4 " 45 " 107 " }	25,000 00	1821
4	203 Rivington street.....	{ 75 " 100 " ..	12000	{ 2 wings, each 25 feet by 18 feet }	36,000 00	1854
5	222 Mott street	{ 20 " 65 " ..	10000	{ 3 stories high 75 ft. front by 100 ft. deep }	12,000 00	1822
6	On Randall's Island.....	75 " 100 " ..	12000	{ 4 " 45 " 99 " }	8,000 00	1826
7	60 Chrystie street, near Hester.....	75 " 100 " ..	12000	{ 4 " 45 " 105 " }	12,000 00	1826
8	66 Grand street, near Wooster	100 " 100 " ..	2500	{ 4 " 42 " 100 " }	4,000 00	1830
9	Corner 82d street and 11th avenue.....	75 " 100 " ..	12000	{ 4 " 42 " 100 " }	10,000 00	1828
10	180 Wooster, near Blecker.....	100 " 100 " ..	12000	{ 4 " 50 " 100 " }	30,000 00	1854
11	17th street, near 8th avenue	100 " 100 " ..	11000	{ 4 wings, each 70 by 23 feet, }	10,000 00	1833
12	371 Madison street, near Jackson.....	100 " 100 " ..	11000	{ 3 stories high 42 ft. front by 85 ft. deep }	10,000 00	1833
13	298 Houston st., bet. Norfolk and Essex.	100 " 100 " ..	11000	{ 4 " 42 " 85 " }	14,000 00	1849
14	27th street, near 3d avenue	100 " 100 " ..	11000	{ 4 " 42 " 99 " }	18,000 00	1838
15	289 Fifth street, bet. Avenues C and D.	100 " 100 " ..	11000	{ 3 " 42 " 85 " }	12,000 00	1845
16	13th street, near 7th avenue	100 " 100 " ..	10000	{ 2 wings, each 29x18 feet. }	16,000 00	1846
17	47th street, between 8th and 9th aves..	100 " 200 " ..	5000	{ 3 stories high 42 ft. frt. by 30 ft dp }	23,000 00	1855
18	51st street and Lexington avenue.....	100 " 100 " ..	5000	{ Rear building 20 " 16 " }		
				{ 3 stories, 47 " 78 " }		
				{ Rear building 22 " 22 " }		
				{ 4 stories, 42 " 100 " }		
				{ 4 wings, 16 " 26 " }		

19	9th street, corner 1st avenue.....	{ 69 ft. 3 in. on 1st Av. by 100 ft. on 9th st. }	6000	3 stories,	50	100	"	13,031	21	1843
20	Chrystie street, near Delancey	100 feet square	18000	{ 4 stories high, 50 ft. frt. by 97 ft. dp. 2 wings front, 25 feet by 33 feet 2 wings rear, 25 feet by 28 feet }				34,220	00	1856
21	Marion street, near Prince.....	{ 75 ft. on Marion st, 100 ft. deep	10600	3	"	50	95	12,329	76	1849
22	Stanton street, corner Sheriff.....	{ 69 ft. 10 in. on Stanton by 100 ft. on Sheriff. 49 ft. on City Hall Pl. }	10000	3	"	45	90	10,000	00	1843
23	26 and 28 City Hall Place	{ 69 ft. on east line and 87 ft. on west line .. }	8000	3	"	44	69	10,041	72	1843
24	Elm street, near Leonard.....	{ 50 ft. on Elm st., 95 ft. on north side, 90 ft. south side	8000	3	"	44	95	20,000	00	1843
25	13 Oak street.....	{ 52 ft. on James st., 134 ft. 11 in. on west side, 138 ft. on east side. }	Leased			Leased.				
26	32 James street.....	{ 100 ft. on 40th st., 98 ft. 9 in. deep..... }	16000	3	"	50	85	11,444	00	1845
27	74 Oliver street.....	{ 47 ft. 10 in. on Green- wich st., by 97 ft. 6 in. deep..... }	Leased			Leased.				
28	40th street, near 8th avenue	{ 100 ft. on 40th st., 98 ft. 9 in. deep..... }	2425	3	"	45	90	10,000	00	1846
29	97 Greenwich street.....	{ 75 ft. 10 in. on Green- wich st., by 97 ft. 6 in. deep..... }	Leased	3	"	45	90	15,049	70	1845
30	2d street, near avenue C.....	{ 70 ft. 9 in. on Monroe st., by 97 ft. 2 in. deep }	Leased			Leased.				
31	Monroe street, near Montgomery	{ 75 ft. on Baxter st., by 100 ft. deep..... }	6000	3	"	40	85	13,000	00	1843
32	Baxter street, near Grand.....	{ 100 ft. on 35th st., by 98 ft. 9 in. deep..... }	10000	3	"			12,830	70	1844
33	35th street, near 9th avenue	{ 75 ft. on Broome st., by 87 ft. deep..... }	5300	3	"	94	42	13,000	00	1843
34	Broome street, bet. Sheriff and Willett..	{ 87 ft. on 13th st., by 103 ft. deep	5250	3	"	50	87	12,400	00	1847
35	13th street, near 6th avenue	{ 87 ft. on 13th st., by 103 ft. deep	8838	3	"	50	90	14,713	90	1847

SCHEDULE No. 6.—Continued.

Ward Schools.	Location.	Size of Lot.	Cost of Site.	Character and Size of Buildings.	Cost of Buildings.	Date of Erection.
No.36	9th street, near Avenue C.....	{ 100 ft. on 9th st. by 100 ft. deep..... }	\$6530	3 stories high, 50 ft. front by 95 ft. deep	\$24,000 00	1847
37	87th street, near 4th avenue.....	{ 75 ft. on Clark st. by 90 ft. deep..... }	2300	4 " 48 99 "	20,000 00	1853
38	Clarke street, near Broome.....	{ 100 ft. on 125th st. by 99 ft. 11 in. deep... }	10000	3 " 50 90 "	11,500 00	1847
39	125th st., between 2d and 3d avenues..	{ 100 ft. on 125th st. by 99 ft. 11 in. deep... }	1600	3 " 45 72 "	7,222 21	1849
40	20th st., between 1st and 2d avenues....	{ 80 ft. on 20th st. by 99 ft. deep..... }	5800	3 " 50 95 "	16,000 00	1849
41	Greenwich av., opposite Charles street..	{ 97 ft. on Greenwich av. 119 ft. 1 in. on north- erly side, 166 ft. 5 in. on southerly side.... }	8491	{ 4 " 50 85 " } and rear wings..... }	20,500 00	1850
42	Allen st., between Walker and Hester..	{ 98 ft. on Allen st. by 75 ft. deep..... }	14000	3 " 98 72 "	24,000 00	1850
43	129th street, near 10th avenue	{ 200 ft. on 129th st. 99 ft. 11 in. on 10th av. }	1600	3 " 45 85 "	16,000 00	1854
44	Corner North Moore and Varick streets.	{ 87 ft. 2 in. on Varick st. 57 feet 7 in. on North Moore street. }	26919	3 " 75 87 "	23,534 00	1851
45	24th st., between 7th and 8th avenues..	{ 100 ft. on 24th st. by 98 ft. 9 in. deep.... }	8160	{ 3 " 54 95 " } 2 wings 25 by 18 ft. each..... }	22,215 00	1851
46	156th st., bet. 9th and 10th avenues....	{ 200 ft. on 156th st. by half the block..... }	2800	2 stories high 40 ft. front by 62 ft. deep	7,015 00	1852
47	12th street, near Broadway	{ 100 ft. by half the block... }	23126	4 " }	33,000 00	1855
48	28th street, bet. 6th and 7th avenues....	{ 100 ft. front by 100 ft. deep }	13800	{ 4 " 45 81 " } 2 wings 24 by 26 and 26 by 39 ft. }	40,000 00	1854
49	37th street, between 2d and 3d avenues..	{ 100 ft. front by 125 ft. deep }	9900	{ 4 stories high 50 ft. front by 125 ft. deep, 2 wings each 20 by 40 ft.. }	34,000 00	1855
50	20th street, between 2d and 3d avenues..	{ 100 ft. front by hf. the block }	13000	4 stories high 100 ft. front by 50 ft. deep	29,000 00	1855

Primary
School.

No. 1	Ludlow street, near Delaney.....	{ 75 ft. on Ludlow st. 87 } ft. 10 in. deep.....	\$5000	3 stories high 45 ft. front by 82 ft. deep.	9,829 13 1843
2	103 Bayard street, near Baxter.....	25 ft. front, 95 ft. deep...	Leased	{ 3 " 25 " 62 " } Rear building 11 by 28.....	5,000 00 1846
3	100 Cannon street, near Stanton.....	25 " 100 "	2500	3 stories high 25 ft. front by 45 ft. deep.	1839
4	Same as No. 1.				
5	401 Cherry street, near Scammel.....	21 ft. front, 85 ft. deep...	2500	2 stories high 21 ft. front by 40 ft. deep.	3,500 00 1839
7	6th st., bet. Avs. B and C, und. Baptist Ch.	.....	Leased	Leased.	
8	61 Thompson street.....	Same as No. 23.....	Leased	Same as No. 23.	
10	174 Amos street, near Washington.....	25 ft. front, 62 ft. deep...	4000	{ 3 stories high 25 ft. front by 40 ft. dp } Rear building 11 by 28.....	5,000 00 1844
13	101 Bayard street, near Baxter.....	Same as No. 2.....	Leased	Same as No. 2.	
14	60 Chrystie street, (rear).....	25 ft. front, 50 ft. deep...	2000	2 stories high 25 ft. front by 50 ft. deep.	4,000 00 1839
15	36 Staunton street, near Chrystie.....	.....	Leased	Leased.	
16	16 Cannon street, near Broome.....	.....	Leased	Leased.	
17	461 Greenwich street	25 ft. front, 100 ft. deep...	Leased	{ 3 stories high 25 ft. front by 62 ft. dp. } Rear building 11 by 28.....	5,000 00 1845
19	Basement Church in 20th st., n. 7th av.	.....	Leased	Leased.	
20	Corner 4th street and Avenue C.....	.....	Leased	Leased.	
22	Corner Bleeker and Downing streets.....	.....	Leased	(See table alterations and additions.)	
23	61 Thompson street.....	25 ft. front, 100 ft. deep ..	3500	{ 3 stories high 25 ft. frt. by 62 ft. dp. } Rear building 11 by 28.....	5,000 00 1844
24	61 Thompson street.....	Same as No. 23.....	.....	{ 3 stories high 25 ft. frt. by 62 ft. dp. } Rear building 11 by 28.....	5,000 00 1849
25	98 Seventeenth street, near 7th avenue.	Same as No. 25.....	3000	Same as No. 10.	
26	98 Seventeenth street, near 7th avenue.	Same as No. 25.....	.....	Leased.	
27	174 Amos street, near Washington.....	Same as No. 10.....	.....	{ 3 stories high 25 ft. frt. by 62 ft. dp. } Rear building 11 by 28.....	6,000 00 1845
28	114 White street .....	.....	Leased	{ 3 stories high 24 ft. frt. by 62 ft. dp. } Rear building 11 by 28.....	5,000 00 1846
29	3 Stone street.....	25 ft. front, 100 ft. deep...	8000	{ 3 stories high 25 ft. frt. by 62 ft. dp. } Rear building 11 by 28.....	5,000 00 1846
30	3 Stone street.....	Same as No. 29.....	.....	{ 3 stories high 25 ft. frt. by 62 ft. dp. } Rear building 11 by 28.....	5,000 00 1846
31	175 Barrow street, near Greenwich.....	24 ft. front, 100 ft. deep ..	.....	{ 3 stories high 25 ft. frt. by 62 ft. dp. } Rear building 11 by 28.....	5,000 00 1846
32	175 Barrow street, near Greenwich.....	Same as No. 31.....	.....	Leased.	
33	25th street, bet. Madison and 4th aves..	25 ft. front, 100 ft. deep...	4000	{ 3 stories high 25 ft. frt. by 62 ft. dp. } Rear building 11 by 28.....	5,000 00 1846
84	43d street, corner 8th avenue.....	.....	Leased	Leased.	

Primary Schools.	Location.	Size of Lot.	Cost of Site.	Character and Size of Buildings.	Cost of Buildings.	Date of Erection.
No 35	461 Greenwich street	Same as No. 17.	Leased	Same as No. 17.		
36	Waverly Place, n. Bank and Hammond .	50 ft. front, 66 ft. deep . . .	\$5000	2 stories high 26 ft. frt. by 66 ft. dp. }	\$7,000 00	1839
37	do. do.	Same as No. 36.		Same as No. 36.		
38	60 Chrystie street, (rear.)	Same as No. 14.		Same as No. 14.		
39	283 West 18th street	25 ft. front, 100 ft. deep. .	3000	{ 3 stories high 25 ft. frt. by 62 ft. dp. }	5,000 00	1845
40	Rear of 147 Clinton street	40 " 50 "	2500	{ Rear building 11 by 28. }		
41	Rear of 147 Clinton street	Same as No. 40.		{ 3 stories high 25 ft. frt. by 40 ft. dp. }	4,000 00	1839
42	100 Cannon street, near Stanton	Same as No. 3.		{ Same as No. 40. }		
43	Rivington street, near Goerck	36 ft. front, 100 ft. deep. .	4000	{ Same as No. 3. }		
44	Rivington street, near Goerck	Same as No. 43.		{ 3 stories high 25 ft. front by 45 ft. dp. }	5,000 00	1839
45	Corner Houston and Eldridge streets . .	. . . . .	Leased	Same as No. 43.		
46	11th street, between 3d and 4th avenues.	. . . . .	Leased	Leased.		
47	11th street, between 3d and 4th avenues.	. . . . .	Leased	Leased.		
48	233 West 18th street . . . . .	. . . . .	Leased	Leased.		
49	Horatio street, near 8th avenue	Same as No. 39.	Leased	Same as No. 39.		
50	545 Greenwich street . . . . .	. . . . .	Leased	Lease 1.		
51	545 Greenwich street	25 ft. front, 100 ft. deep. .	Leased	3 stories high 25 ft. frt. by 62 ft. dp. }	5,000 00	1846
52	25th street, bet. Madison and 4th avenues	Same as No. 50.	Leased	Same as No. 50.		
53	4th street, near Avenue D.	Same as No. 33 . . . . .	. . . . .	Same as No. 33.		
54	29th street, near 9th avenue . . . . .	. . . . .	Leased	Leased.		
55	84th street, near 4th avenue . . . . .	. . . . .	Leased	Leased.		
56	37th street, bet. 10th and 11th avenues.	75 ft. front, 107 ft. deep. .	3900	3 stories high 58 ft. front by 100 ft. dp.	19,000 00	1854
57	23d st. and 2d ave. (Demilt Dispensary)	. . . . .	Leased	Leased.		
58	19th st., bet. 1st avenue and Avenue A.	83 ft. front, 92 ft. deep. .	7200	3 stories high 40 ft. front by 90 ft. deep.	13,000 00	1854

Colored
Schools.

No. 1	135 Mulberry st., bet. Grand and Hester.	50 ft. front, 100 ft. deep.	6000	2 stories high 36 ft. front by 75 ft. deep	6,000 00
2	51 and 53 Laureus st.	50 " 98 "	5000	32 " 75 "	6,000 00
3	Yorkville.	.....	Leased	Leased.	
4	117th st., near 2d avenue.	.....	Leased	Leased.	
5	19 Thomas st.	.....	Leased	Leased.	
6	28th st., near 8th avenue.	.....	Leased	Leased.	
Colored Primary					
No. 1	15th st., near 7th avenue.	.....	Leased	Leased.	
2	Rear German Ch., 2d st., near Av. C.	.....	Leased	Leased.	
3	Rear German Ch., 2d st., near Av. C.	.....	Leased	Leased.	

ALTERATIONS AND ADDITIONS OF WARD SCHOOLS, AND YEAR WHEN MADE.

Schools.		Cost.	Year.	Schools.		Cost.	Year.
W. S.	3.	Alterations and additions	1854.	W. S.	34.	Alterations and additions	1856.
5.	"	"	1856.	"	42.	"	1854.
12.	"	"	1856.	"	44.	Addition to site	1856.
13.	Rebuilding	31,764	1856.			Addition to building	1856.
23.	Alterations and additions	7,511	1856.	PRIMARY SCHOOLS.			
24.	"	10,746	1856.				
15 & 36.	"	16,240	1855.	P. S.	22.	Site and building	10,000 }
29.	"	10,150	1853-4.			Alterations and additions	1,985 }

Schedule 7.

NAMES OF INSTRUCTORS EMPLOYED IN THE FREE ACADEMY, AND COMPENSATION PAID TO EACH.

NAMES.	Present Annual Compensation.	Paid during the year ending Jan. 1, 1857.
Horace Webster, LL.D., President of the Faculty, and Professor of Moral, Intellectual and Political Philosophy,	\$3000	\$3000 00
John Jason Owen, D.D., Vice-Principal, and Professor of the Latin and Greek Languages and Literature,	2500	2500 00
Wolcott Gibbs, M.D. Professor of Chemistry and Physics,	2000	2000 00
Gerardus Beekman Docharty, LL.D, Professor of Mathematics, and Secretary of the Faculty,	2000	2000 00
John Augustus Nichols, A.M., Professor of Natural Philosophy,	1750	1750 00
Joel Tyler Benedict, A.M., Professor of Civil Engineering,	1750	1750 00
Charles Edward Anthon, A.M., Professor of History and Belles-Lettres,	1750	1750 00
John Graeff Barton, A.M., Professor of the English Language and Literature, and Librarian,	2000	2000 00
Jean Roemer, A.M., Professor of the French Language and Literature,	1750	1750 00
Augustin José Morales, A.M., Professor of the Spanish Language and Literature,	1000	744 90
Theodor Gustav Glaubensklee, Professor of the German Language and Literature.	350	350 00
Paul Peter Duggan, N.A., Professor of Drawing and the Arts of Design, (absent in Europe,)	1000	833 33
Herman Joseph Aloys Körner, Ph. D., Professor of Descriptive Geometry and Industrial Drawing	1500	1124 94
Robert Ogden Doremus, M.D., Professor of Natural History, Anatomy, Physiology and Hygiène,	700	700 00
George Washington Huntsman, A.M., Assistant Professor of Moral, Intellectual and Political Philosophy,	1250	1270 82
Joseph Howard Palmer, A.M., Tutor in the department of Mathematics,	1000	1000 00
William Beinhauer Silber, A.M., Tutor in the department of the Latin and Greek Languages and Literature,	1000	1000 00
Benjamin Arad Sheldon, A.M., Tutor in the department of Mathematics,	1000	1000 00
Robert Blenkiron, A.M., Tutor in the department of English Language and Literature, (resigned Sept. 1, 1856,)	1000	708 33
Alfred George Compton, A.M., Tutor in the department of Mathematics,	600	600 00
John Hardy, A.M., Tutor in the department of the Latin and Greek Languages and Literature, (resigned May 8, 1857,)	600	600 00
Hector Mudry, J. U. D., Tutor in the department of the French Language and Literature,	1000	1000 00
William Henry Abel, A.B., Tutor in the department of Ancient Languages and Literature, (resigned Sept. 15, 1856,)	400	266 67
Lewis Condict Bayles, A.B., Tutor in the Latin and Greek Languages and Literature,	500	145 83
Charles Henry Pratt, A.B., Tutor in the English Language and Literature,	500	145 83
Arthur McMullen, A.B., Tutor in Mathematics,		145 83
Franklin S. Rising, A.B., Tutor in History and Belles-Lettres,	500	145 83
Russell Sturgis, Jr., A.B., Tutor in Drawing and Mathematics,	500	125 00
Casimer Fabregou, A.B., Tutor in the French Language and Literature,	500	125 00

Schedule 8.

STATEMENT of the Names and Ages of the Pupils Instructed in the Free Academy, from the close of the Academic year to the 31st of December, 1856; and of the time that each was instructed; and of the Studies pursued, and the Books studied.

NOTE.—The numbers prefixed to some of the names are entirely arbitrary, to facilitate the Statement of Studies, &c., and a reference to the Eighth Annual Report of the Academy, which will be found in the Appendix hereto.

No.	Names of Students.	Age.	Studies Pursued, and Time.
22	Abbe, Cleveland.....	19	Butler's Analogy of Natural and Revealed Religion, entire. Physics.—Bird's Elements of Natural Philosophy, as text-book, from page 169 to 386. The course was conducted principally by Lectures. Ancient Languages.—Thucydides, Book I., chaps. 1-32 inclusive, with frequent reviews. Civil Engineering.—Mahan's Civil Engineering, to page 169. Review of Davies' Surveying. Topographical Drawing and Field Exercises. French.—Vannier's Pronunciation. Robertson's Grammar, 186 pp. Regular and Irregular Verbs. Roemer's Polyglot Reader, Part 1st, with logical and grammatical analysis. Roemer's Elementary Reader, with oral Exercises. Lectures on the History of the formation of the French Language, and its relation to the English. Monthly Exercises in Oratory and Original English Composition. Time—Five Months.
23	Babcock, Jared Starr.....	19	Same as No. 22.
24	Banning, Wells Tanner....	19	do
25	Bell, Joseph William.....	18	do
26	Bloomfield, Smith.....	18	do
28	Church, James A.....	18	do
29	Denman, William Miller...	19	do
31	Dunn, Thomas Hudell.....	21	Absent on account of sickness.
33	Fanning, David Green.....	21	Same as No. 22.
35	Fisk, Samuel Nelson.....	20	do
36	Hawes, George Elias.....	19	do
39	Jelliffe, Samuel Gould.....	19	do
40	Kitchell, Charles Henry...	23	do
41	McMullen, Patrick.....	18	do

No.	Names of Stndents.	Age.	Studies Pursued, and Time.
42	Maxwell, Samuel, Jr.....	18	Same as No. 22.
43	Myers, Oscar.....	18	do
45	Roberts, John Sinclair.....	19	do
47	Van Dusen, Sylvester.....	19	do
49	Brush, Charles Theodore ..	19	Same as No. 22, in all except Languages. German.—Schiller's Maria Stuart, entire. Benedix Steckbrief, from page 1 to 120; and Der alte Magister, from page 235 to 319. Woodbury's Grammar, Glaubensklee's Exercises. Elwell's Dictionary. Time—Five months.
50	Solomon, Nathan.....	20	Same as No. 49.
51	Van Siclen, George.....	17	do
52	Werner, Adolph.....	19	do
54	Adams, Elihu.....	17	Fowler's English Language, studied and reviewed from the beginning to part IV., page 177, with some omissions. Moral Philosophy.—Hickock's Moral Philosophy, entire. Natural Philosophy.—Bartlett's Analytical Mechanics, 311 pp., and reviewed. Ancient Languages.—Owen's Homer's Iliads, Book I. and II., to line 245, with frequent reviews. Lincoln's Livy, Book I, with frequent reviews. Regular Exercises in Composition and Oratory, including a Public Exhibition in original Declamation. Time—Five months.
55	Banks, William Meller....	19	Same as No. 54.
57	Benneville, Emile John....	17	do
58	Blakeley, Matthew James..	19	do
59	Blake, Theodore Augustus..	19	do
61	Clarke, John.....	17	do
63	Crowther, Thomas.....	17	do
64	Ely, John Andrews.....	20	do
66	Hallock, William Kingsland	17	do
67	Godwin, James.....	19	do
68	James Charles Arthur.....	18	do
69	Jollie, Cornelius.....	18	do
70	Ketchum, Alex. Phœnix....	18	do
71	Kursheedt, Manuel Aug....	17	do
72	McKee, Thomas Jefferson..	17	do
73	Moriarty, Henry Edward..	17	do
74	Pettigrew, John F.....	18	do
75	Blyer, Charles W.....	18	do
76	Purdy, John Caleb.....	19	do
77	Sands, Walter Seabury....	19	do
78	Sloan, Henry King	18	do
79	Stratton, George H.....	17	do
80	Sturges, Peter Demarest..	17	do
83	Tomkins, Elliott D.....	18	do
84	Utter, George Spencer....	19	do
85	Vehslage, Henry.....	17	do

No.	Names of Students.	Age.	Studies Pursued, and Time.
87	Welsh, Henry.....	17	Same as No. 54.
90	Kirkland, William.....	19	do
91	Childs, Augt. Frederick....	17	Same as No. 54, in all except Languages. Spanish.—Sales' Grammar (entire). Iriarte's Fables (entire). Samaniego's Fables, nearly through. Moratin's Comedies. Don Quixote (half). Quintana's Vidas de Españoles Celebres (entire). Selections from Spanish Classics. Translations from English Classics into Spanish. Morales' Versification. Regular and Irregular Verbs. Original Composition. Idiologial and Syntactical Analysis. Dictations and Conversations. Time—Five months.
96	Pullman, John Wesley	18	Same as No. 91.
98	Whittemore, Samuel.....	18	do
99	Appleton, John Perrin	16	Ancient Languages.—Owen's Xenophon's Anabasis, Book I. Cicero's Orations against Cataline, 1st, 2d and 3d, and Oration for Poet Archias, with frequent reviews. Political Economy.—One Lecture per week. Graham's English Synonymes, studied and reviewed from the beginning to sec. 4, page 250. Davies' Differential Calculus, to Chap. VI., 116 pages, and reviewed. Mediæval History.—Weber's Universal History, from page 114 to 201, with continual reference to standard works, original authorities and maps. Drawing from Casts. Ornamentation from Manuscript, 4 Lessons a week. Exercises in Composition and Oratory. Time—Five months.
100	Baleh, Charles Leland.....	17	Same as No. 99.
101	Boarer, James	18	do
108	Daly, Matthew.....	16	do
109	Delaney, John.....	17	do
113	Dresser, Horace E.....	16	do
115	Elliott, Richmond.....	18	do
116	Fackler, David Park	17	do
118	Fitzpatrick, James C.....	17	do
120	Gardner, Asa Bird.....	18	do
121	Gilley, Frankin W.....	18	do
122	Griseom, Edward P.....	17	do
124	Hart, James Edgar	18	do
125	Howland, Elijah A.....	18	do
126	Hudson, Wibur Fisk.....	18	do
127	Ireland, Osear Brown	17	do
128	Kelly, Robert.....	19	do
130	Knox, James.....	18	do
132	Lozier, Abraham.....	19	do
133	McCormick, John S.....	16	do

No.	Names of Students.	Age.	Studies Pursued, and Time.
134	Mackie, Simon F.	18	Same as No. 99.
135	Man, William.	18	do
138	Morris, William S.	16	do
139	Mount, John Francis.	17	do
141	Oscanyan, Thomas.	16	do
143	Pomeroy, Ralph.	18	do
144	Quinn, William B.	18	do
145	Renne, Dilmon F.	18	do
147	Scott, John Frederick.	16	do
148	Seaman, James Alfred.	16	do
149	Sherman, Gardiner.	17	do
151	Sullivan, Dennis F.	18	do
152	Sutton, John Joseph.	18	do
154	Tanzer, Arnold.	17	do
155	Tisdall, Fitzgerald.	18	do
157	Ward, Charles A.	19	do
163	Wilson, Philip Lee.	17	do
164	Woglom, Gilbert T.	17	do
165	Wood, Edward Augustus. .	17	do
166	Woodruff, Lockwood De F. .	19	do
167	Woolf, Solomon Israel.	17	do
169	Bigelow, John Parks.	19	Moral Philosophy.—Alexander's Moral Science (entire). History.—Weber's Outlines of Universal History, from page 1 to page 113, with continual reference to standard works, original authorities, and ancient and modern maps. Rhetoric.—Day's Rhetoric, from page 35 to 164. Mathematics.—Davie's Legendre, Books VII, VIII. and IX. Plane and Spherical Trigonometry. Mensuration. Surveying and Navigation, with reviews. Descriptive Geometry (from manuscripts), 5 Lessons a week. Fowler's English Language, studied and reviewed, from page 334 to 409. Ancient Languages.—Sophocles' Greek Grammar, with frequent reviews. Sophocles' Greek Lessons, from page 5 to page 28. Virgil's <i>Aeneid</i> , Books I. and II., with frequent reviews, and special attention to Scanning. Andrews' and Stoddard's Latin Grammar. Rules of Prosody, and their application to Scanning. Oratory and Composition. Time—Five months.
170	Bruce, James.	16	Same as No. 99, in all except Languages. French.—Roemer's Second Reader (entire), with abstracts in French. Translation from English (manuscript) into French. Noel and Chapsal's Grammar, § 1 to § 285. Spanish.—Ollendorff's Grammar, (entire.) Ascargorta's <i>Historia de España</i> , (entire.) Pizarro's Phrases, (entire) Translation

No.	Names of Students.	Age.	Studies Pursued, and Time.
			from English into Spanish. Spanish Composition. Regular and Irregular Verbs. Logical and Grammatical Analysis, Dictation, Reading and Conversation. Time—Five months.
171	Carolín, John Aloysies	17	Same as No. 170.
178	Körner, Herman Charles . .	17	do
180	Marsh, James Henry	18	do
181	Martin, Benjamin Ellis . . .	19	do
182	Merritt, Mortimer C	18	do
184	Nexsen, Heyer Manbrut . . .	16	do
186	Porter, Horace	18	do
187	Reis, Jacob	16	do
190	Southworth, Joseph	18	do
194	Watson, Charles W.	16	do
195	Wood, Frank	17	do
200	Allison, Thomas	16	Same as No. 169.
211	Black, George A.	17	do
213	Blakeman, Alexander N. . .	17	do
216	Blythe, Andrew	15	do
218	Bradley, Edward A.	16	do
219	Brady, John A.	17	do
224	Buckmaster, John W.	16	do
230	Cannon, William J.	16	do
233	Chappell, William	15	do
235	Chollar, Byron E.	17	do
237	Cock, William R., Jr.	15	do
241	Cowdry, Francis H.	15	do
242	Crocheron, Reuben	16	do
243	Crosby, Franklin B.	16	do
245	De Con, James A.	17	do
246	De Peyster, Frederick J. . .	18	do
207	De Peyster, Jacob A.	17	do
248	Davis, Charles E.	15	do
249	Delano, John S.	16	do
253	Duke, Kosciusko	15	do
254	Dunn, Franis Budd.	16	do
255	Dwight, Melatiah Everett. .	16	do
256	Easton, Robert T. B.	20	do
258	Edwards, John D.	17	do
259	Einstein, Edwin	17	do
260	Eells, John	16	do
261	Ellsworth, William, Jr. . . .	19	do
262	Emerson, Charles.	16	do
272	Gilchrest, William	18	do
277	Goodwin, Frederick J.	17	do
283	Hartt, Henry Le Baron . . .	16	do
290	Hiscox, Freeman	16	do
296	Hoyt, Henry Anson	17	do
299	Hyatt, Stephen B.	15	do
300	Hyde, Edwin T.	15	Absent on account of sickness.
304	James, Josiah	15	Same as No. 169.
307	Keith, Charles Clarence T. .	15	do
315	Ketchum, Edgar, Jr.	16	do
318	Knox, Charles McLean	20	do

No.	Names of Students.	Age.	Studies Pursued, and Time.
325	Livingston, William H.	17	Same as No. 169.
328	Luckey, Jesse B.	16	do (3½ months.)
333	McCormick, Francis S.	15	Same as No. 169.
334	McCutcheon, Edward	15	do
335	McDonough, James	15	do
339	Mackellar, Thomas.	16	do
340	Markoe, Francis.	17	do
345	Meeks, Albert.	18	do (4 months.)
346	Meeks, Edwin B.	17	Same as No. 169.
348	Michaelis, Otto Emil	15	do
354	Morrison, David M.	16	do
356	Nesbit, Alexander	17	do
358	O'Brien, William	15	do
360	O'Neil, Henry P.	15	do
361	Oakley, Maskin C. B.	18	do
365	Patterson, Charles H.	16	do
366	Partridge, Samuel Seldon. .	19	do
375	Rogers, Edwin H.	15	do
376	Rogers, James E.	15	do
381	Sanders, Reid.	19	do
386	Sherwood, Scott R.	15	do
392	Snedden, George.	15	do
403	Taylor, William Henry.	17	do
407	Thurston, George W.	15	do
408	Torrey, Herbert Grey.	19	do
409	Trainor, Eugene F.	16	do
412	Tripp, William H.	16	do
413	Tyng, Morris Ashhurst.	18	do
415	Van Boskirk, Richard T.	16	do
416	Van Brunt, Charles T.	15	do
419	Van Pragg, Henry A.	17	do
422	Verdin, Joseph T.	15	do
427	Ward, Peter.	15	do
429	Weightman, George	14	do
430	Welden, John, Jr.	15	do
433	Willey, Oscar.	16	do
436	Young, Albert.	17	do
440	Adams, Samuel G.	16	Same as No. 169, in all except Languages. French.—Pinney and Badois' Grammar, from 40th to 60th Lesson. Rømer's Polyglot Reader, Part I., with Logical and Grammatical Analysis. Rømer's Second French Reader, 213 pp. Dictation, with application of Grammar. Spanish.—Ollendorff's Method, 20 Lessons. Ollendorff's Grammar, (half.) Morales' Reader, (half.) Velasques' Vocabulary to 43d page. Regular and Irregular Verbs. Dictation. Translation from Spanish into English, and from English into Spanish. Reading and Conversation. Time—Five months.
443	Amerman, John.	17	Same as No. 440.
461	Connor, Rowland.	15	do

No.	Names of Students.	Age.	Studies Pursued, and Time.
465	De Nyse, Edwin F.....	17	Same as No. 440.
466	Demarest, Samuel S.....	18	do
468	Duffy, James M.....	16	do
480	Hadden, Euphrates.....	17	do
482	Hamburger, Charles.....	16	do
488	Hicks, Roland.....	16	do
490	Hood, William Henry.....	16	do
498	Kent, Charles R.....	16	do
499	Kerr, James.....	16	do
500	Kimball, William C.....	16	do
507	Ladd, William Tittoek....	17	do
508	Landman, Gustavus.....	17	do
510	Lawson, Albert G.....	15	do
511	Leckie, William.....	17	do
515	Leveridge, Henry.....	15	do
519	McCormick, Charles J.....	16	do
531	Newschafer, George.....	17	do
535	Overton, Richard H.....	16	do
536	Owen, Richard M.....	15	do
542	Pinkney, James H., Jr.....	17	do
544	Rawolle, Frederick.....	15	do
545	Rawolle, William.....	17	do
550	Ross, William Alexander..	16	do
558	Smith, Alexander.....	16	do
559	Smith, William C.....	16	do
561	Spratt, Horatio N.....	16	do
564	Sweeney, Miles.....	17	do
573	Tremain, Henry Edwin....	17	do
580	Vouté, John Oscar.....	17	do
584	White, Henry Kirke.....	16	do
589	Wood, Joseph L. R.....	15	do
592	Thurman, William.....	17	Same as No. 169.
594	Gilman, Edward.....	15	do
595	Grant, Richard Suydam...	14	do
596	Howland, William M.....	17	Same as No. 99.
597	Brooker, Stephen Taunton.	19	Absent on account of sickness.
598	Hobart, Frederick.....	16	Same as No. 169.
599	Mitchell, Edward Lewis...	17	do
600	Oakley, Walton.....	16	do
601	Gray, William Cullen B....	18	Same as No. 440.
602	Abbe, Walter.....	16	Latin.—Andrews' and Stoddard's Latin Grammar. Andrews' and Stoddard's Latin Reader, (Fables and Mythology.) Barton's Outlines of English Grammar, studied and reviewed. Natural History.—Lectures were delivered to the Class once a week on the subjects of Astronomy and Geology. The Students were required to take notes of the Lectures, and recite on them during the week. The notes were then re-written, and inspected at the final examination, and the proper credits given to each student. Mathematics.—Doeharty's Algebra, from page 125, (Inequalities), to Chap. VIII., page 243, studied and reviewed.

No.	Names of Students.	Age.	Studies Pursued, and Time.
			Moral Science.—Wayland's Moral Science abridged—one recitation a week. Hart's Constitution of the United States—one reci- tation a week. Time—Five months.
	Ackerly, James Augustus..	15	Same as No. 602. (1 month.)
	Allaire, Anthony	16	Same as No. 602.
	Anderson, Edward W.....	16	do
	Arnold, Brainard Taylor...	16	do ($\frac{1}{2}$ month.)
	Backus, Truman Jay	16	Same as No. 602.
	Bacon, Alphonzo Elliott...	15	do
	Baker, Edward Lyman....	15	do
	Bancker, Marcus William..	14	do
	Banta, William.....	14	do
	Bellows, Russell Nevius ...	15	do
	Benning, Augustus Harrison	17	do
	Benson, Frederick Alex....	15	do (1 month.)
	Berryman, John, Jr.....	15	do
	Betts, George Whitfield ...	16	Same as No. 602.
	Bird, Philip Augustus.....	15	do
	Blood, Robert Gibson	15	do
	Bloomfield, John Croes....	15	do
	Bolles, John Harris	18	do
	Bolles, Richard Johnson ...	14	do
	Bowen, Benjamin Fairbanks	15	do
	Bradford, Benjamin Wright	17	do (2 $\frac{1}{2}$ months.)
	Brampton, John Arthur ...	14	do ($\frac{1}{2}$ month.)
	Briggs, Elijah Gilbert	17	Same as No. 602.
	Burdett, Peter Garretson ..	16	do ($\frac{1}{2}$ month.)
	Bussell, Charles Alfred	15	Same as No. 602.
	Byrne, George Schuyler ...	16	do ($\frac{1}{2}$ month.)
	Cahill, William Edward ...	15	Same as No. 602.
	Campbell, James Alexander	14	do
	Campbell, Robert Patterson	15	do ($\frac{1}{2}$ month.)
	Campbell, William Henry .	16	Same as No. 602.
	Candler, Flaman Ball.....	19	do ($\frac{1}{2}$ month.)
	Church, John Adams.....	14	Same as No. 602.
	Clark, Thompson Price	15	do ($\frac{1}{2}$ month.)
	Clowes, Lot Jones	15	Same as No. 602.
	Cochrane, James, Jr.....	16	do
	Collins, George Wesley....	16	do
	Cone, Spencer Houghton...	14	do
	Conover, Charles Henry...	17	do ($\frac{1}{2}$ month.)
	Cook, John Wallace.....	16	Same as No. 602.
	Cox, Edward Marion	14	do
	Crosby, William B., Jr	15	do
	Cross, Norman Franklin...	15	do
	Cushing, Henry	16	do (2 months.)
	Dall, John Robert	17	Same as No. 602.
	Danelson, James Edward ..	16	do
	Davis, Alexander Murray..	18	do
	De Con, Francis Eugene ...	17	do
	Dispecker, Abraham	14	do
	Docharty, James Beckman.	16	do

No.	Names of Students.	Age.	Studies Pursued, and Time.
	Doremus, Cornelius David .	15	Same as No. 602.
	Dubois, Augustus	16	do ($\frac{1}{2}$ month.)
	Dunkin, Thomas Jefferson .	17	Same as No. 602.
	Edwards, William	17	do ($4\frac{1}{2}$ months.)
	Elder, George Lord C	15	Same as No. 602.
	Elder, Wm. Alexander	15	do
	Ellsworth, Giraud	15	do
	Ely, Frederick Whittelsy . .	14	do
	Forbes, Thomas	14	do
	Farnham, Bela Morris	15	do
	Farrington, John D., Jr. . . .	17	do (2 months.)
	Fellows, Edward Barry, Jr. .	15	Same as No. 602.
	Fenner, Frederick Wm	15	do
	Forbes, James Anderson . . .	16	do ($2\frac{1}{2}$ months.)
	Forrester, Charles, Jr	16	Same as No. 602.
	Franchi, Francis	16	do
	Gallagher, Dennis	14	do ($\frac{1}{2}$ month.)
	Gamble, Charles	14	Same as No. 602.
	Gaylor, Charles Henry	15	do
	Gildersleeve, Hezekiah B. . .	15	do
	Gillette, Daniel Holbrook . .	16	do ($2\frac{1}{2}$ months.)
	Glover, Charles Samuel, Jr. .	16	Same as No. 602.
	Goldsmith, Abraham	15	do
	Graham, James George	16	do
	Graham, William Henry . . .	16	do
	Gray, Abraham Brower	15	do
	Greeley, Joseph Luther	18	do
	Green, John Edward	15	do
	Griffith, Edward Augustus . .	15	do
	Habershaw, Frederick	16	do
	Hamilton, John Reid	16	do
	Hanson, Jonathan	14	do
	Harned, Luther Mead	18	do
	Hartman, Charles Fredk. . . .	15	do ($\frac{1}{2}$ month.)
	Haskin, Benj. Franklin	14	do ($2\frac{1}{2}$ months.)
	Haswell, Gouverneur K	15	Same as No. 602.
	Heller, John Henry	15	do ($\frac{1}{2}$ month.)
	Hickey, William	15	Same as No. 602.
	Hinchman, Douglass	16	do ($4\frac{1}{2}$ months.)
	Hopkins, S Milford B	15	Same as No. 602.
	Hopping, Ed. Campfield	15	do
	Hoyt, Harlow Mather	14	do
	Hubbell, Zadock Melanthon . .	14	do
	Irvine, William	17	do
	Irwin, George Washington . .	16	do
	Jackson, James	15	do
	Jackson, James Harvey	18	do
	James, John Henry	18	do ($\frac{1}{2}$ month.)
	Johnston, William	14	Same as No. 602.
	Kavana, William Atkinson . .	15	do ($\frac{1}{2}$ month.)
	Keller, George	15	do ($4\frac{1}{2}$ months.)
	Kelley, Henry Clay	15	Same as No. 602.
	Kelly, Edward	16	do
	Kelly, Michael James	14	do
	Kennedy, Thomas Jefferson . .	16	do
	Kennedy, Thomas McC.	16	do

No.	Names of Students.	Age.	Studies Pursued, and Time.
	Keynon, George Clinton...	19	Same as No. 602.
	Kiernan, Lawrence	15	do
	Kind, Leopold	14	do
	King, James, Jr	15	do
	Kirkland, Charles P.....	16	do
	Kitchen, James.....	14	do
	Kursheedt, Alex. Eleazar..	14	do
	La Rue, Henry B.....	15	do
	Lannon, James.....	15	do
	Leach, Adam Clark.....	16	do (4½ months.)
	Little, William.....	17	Same as No. 602.
	Livingston, Manning	17	do
	Lockwood, Chas. Harvey ..	14	do (4½ months.)
	Lowery, James Patchill ...	16	Same as No. 602.
	Ludlam, Fitch Reid	17	do (½ month.)
	Lummis, John Murray	15	Same as No. 602.
	Lyou, George William	15	do
	McAfee, Knox.....	15	do
	McCullough, John	15	do
	Macfarlane, Malcolm.....	16	do
	McGowan, Jas. Jaseph	17	do (3 months.)
	McGeorge, William.....	16	Same as No. 602.
	McMillen, William Henry..	15	do
	McQuaid, William Ousley..	15	do
	Maass, Abraham	15	do
	McFarlane, James	17	do (½ month.)
	Marsh, Edward Thomas ...	16	Same as No. 602.
	Maxwell, George	15	do (½ month.)
	Meeks, Robert Thompson..	17	do (4½ months.)
	Meikleham, Thos. M. R....	16	Same as No. 602.
	Miller, William Turnbull ..	15	do (3½ months.)
	Milne, Alex. Cruikshank...	17	Same as No. 602.
	Mimne, M. Alexander	15	do
	Mitchell, David.....	16	do
	Mix, William Newman	17	do (½ month.)
	Mooney, James Mills.....	17	Same as No. 602.
	Moore, Junius Spencer	15	do
	Morrison, James Edward ..	14	do
	Morrison, John Harrison...	17	do
	Mott, William Henry	15	do (½ month.)
	Moynihan, Edward Francis.	15	Same as No. 602.
	Muckle, Edmund Chas.....	15	do
	Murphy, James	18	do
	Newell, George Harvey ...	15	do
	Norden, Benj. Louis.....	17	do (½ month.)
	Oakley, Philip Milcs	15	Same as No. 602.
	Orr, Jackson.....	17	do (3 months.)
	Orr, John.....	14	Same as No. 602.
	Orr, Robert.....	15	do
	Owen, Daniel Mott.....	15	do
	Paxton, James Edwin	17	do (½ month.)
	Pennal, Adam.....	15	Same as No. 602.
	Phelps, Charles Osborn....	16	do
	Phelps, Edward Martin....	15	do (½ month.)
	Post, Geo. Dennison S.....	18	do (2½ months.)
	Pridham, John Henry.....	15	Same as No. 602.

No.	Names of Students.	Age.	Studies Pursued, and Time.
	Purroy, John Baptist	16	Same as No. 602.
	Ramsay, Philip	16	do ($\frac{1}{2}$ month.)
	Rand, D'Orsay Heath	14	Same as No. 602.
	Rathbun, Edward Wilkes..	15	do
	Raymond, James Loder....	15	do
	Reither, Jacob	16	do
	Reynolds, John.....	15	do
	Roberts, Geo Washington .	15	do
	Roeder, Leopold.....	15	do ($\frac{1}{2}$ month.)
	Roof, William Henry	17	Same as No. 602.
	Rosenfeld, Frederick	16	do
	Ross, John	16	do (4 months)
	Rowe, Eugene Orville....	16	Same as No. 602.
	Ryan, Philip Aloysius.....	15	do
	Ryer, William Forbush....	16	do ($\frac{1}{2}$ month.)
	Sawyer, Fred. Augustus...	16	Same as No. 602.
	Selvage, Henry Clay	15	do
	Sherman, Peter Gillet....	14	do
	Silliman, Henry Ruggles ..	16	do ($4\frac{1}{2}$ months.)
	Slade, Frederick Jarvis....	15	Same as No. 602.
	Slattery, John Bennett....	16	do
	Smith, Francis Jacob.....	16	do ($\frac{1}{2}$ month.)
	Smith, James Patterson....	16	Same as No. 602.
	Sparrow, James Kinch	17	do
	Spencer, Galen Carter.....	18	do
	Spinning, James Reid	16	do
	Starkey, Charles Edwin ...	14	do
	Stainburn, James Windust..	14	do
	Stanbridge, Horatio F....	15	do (4 months.)
	Stewart, Robert Henry ...	15	Same as No. 602.
	Stuckfield, Silas Badeau ...	16	do
	Sudlow, Samuel Tisdale....	17	do ($2\frac{1}{2}$ months.)
	Sullivan, Stephen Paul....	16	Same as No. 602.
	Sullivan, Timothy Gamble..	14	do
	Sweet, Milton Bennoni	16	do
	Tattam, George James	14	do (1 month.)
	Taylor, William	15	Same as No. 602.
	Taylor, William Lyle	16	do
	Terry, David Dean.....	15	do
	Troy, Henry William	16	do
	Turner, John, Jr.....	14	do
	Turner, John Hamilton....	15	do
	Van Buren, Effingham M..	14	do
	Van Cott, Theo. Sedgwick..	15	do
	Vanderbeek, Abraham	16	do
	Van de Wiele, Louis	15	do
	Van Wagenen, Brittain....	15	do
	Vienot, Emile.....	16	do
	Wade, David Evert.....	17	do
	Wallace, John	16	do
	Walsh, Mike, Jr	17	do
	Warbury, Henry	15	do ($1\frac{1}{2}$ month.)
	Ward, Francis Nathaniel ..	15	Same as No. 602.
	Ward, John Murray	17	do ($4\frac{1}{2}$ months.)
	Warner, William Charles ..	14	Same as No. 602.
	Waters, William Ellis.....	15	do

No.	Names of Students.	Age.	Studies Pursued, and Time.
	Watson, George Winslow..	16	Same as No. 602.
	Webb, John Converse	15	do
	Werner, Morris.....	14	do
	West, William Frederick ..	14	do
	Wheeler, Charles.....	14	do ($\frac{1}{2}$ month.)
	White, Jefferson H.....	15	Same as No. 602.
	White, Nathaniel D.....	16	do
	White, Phoenix Henry.....	17	do
	Whitney, Erastus P.....	15	do
	Wiley, William Halsted...	15	do
	Will, Mastin Stephen	14	do
	Williamson, George H.....	15	do
	Willmott, Charles William.	15	do ($\frac{1}{2}$ month.)
	Wilson, Thaddeus.....	16	do
	Wood, Joseph Simeon.....	15	do
	Wood, William Brown	15	do ($\frac{1}{2}$ month.)
	Woodruff, Sanford E.....	17	do
	Woolley, George Allen C..	15	do
	Young, John H. S	17	do
	Young, Nathaniel	14	do
	Zellner, Sina.....	14	do
603	Adams, Aug. Reiner.....	15	Same as No. 602, in all except Lan- guages. French.—Vannier's Pronunciation. Pin- ney and Badois' Grammar, 25 Lessons, Perrin's Tables, 20 Lessons. The Regular Verbs, in all their forms, with oral Phrase- ological Exercises. Time—Four months.
	Adams, Samuel Grant.....	14	Same as No. 603. Time—Five months.
	Allason, Wm. De Lamater.	14	Same as No. 603.
	Amory, James	18	do ($1\frac{1}{2}$ month.)
	Amory, John	14	Same as No. 603.
	Anderiese, James.....	15	do
	Armour, Robert.....	15	do ($\frac{1}{2}$ month.)
	Armstrong, James Gilbert..	15	do
	Atwill, Herman, Jr.....	15	do ($\frac{1}{2}$ month.)
	Barnum, Joseph Benson...	16	do
	Barton, Charles George....	14	do
	Bell, Robert	16	do
	Pendernagel, John Jacob ..	16	do ($\frac{1}{2}$ month.)
	Beyer, John Andrew.....	15	Same as No. 603.
	Bird, William.....	15	do
	Blackwell, Charles George	15	do
	Blackwell, Wilson Hunt...	17	do
	Blumenstiel, Alexander....	14	do
	Boehn, Adolph.....	14	do
	Book, George Washington..	16	do ($\frac{1}{2}$ month.)
	Brecken, Christopher.....	19	Same as No. 603.
	Briggs, Benjamin Wills....	15	do
	Briggs, Saml. Stebbins June	16	do
	Brinkerhoff, Chas. Clifford..	16	do
	Brower, Celsus.....	17	do
	Brown, John Secor	17	do

No.	Names of Students.	Age.	Studies Pursued, and Time.
	Brown, John Winans.....	15	Same as No. 603, ($\frac{1}{2}$ month.)
	Brownne, George Jewett ..	14	do
	Brownne, William Henry..	15	do
	Burger, Charles Edward...	17	do
	Burnham, Charles	15	do
	Carmichael, James Wilkie..	14	do
	Carmody, Arthur Frost....	15	do ($4\frac{1}{2}$ months.)
	Carstang, William.....	17	do (4 months.)
	Cary, William Brackett....	16	Same as No. 603.
	Cassidy, William Anthony..	16	do ($\frac{1}{2}$ month.)
	Chamberlin, Charles, Jr....	18	Same as No. 603.
	Chamberlin, Wm. H. H....	16	do
	Chapin, Frederick William.	15	do
	Chave, William	14	do
	Childs, Evander, Jr.....	14	do
	Christie, Alexander	14	do
	Clark, Stephen Alonzo....	15	do (4 months.)
	Clarkson, William Crosby..	17	Same as No. 603.
	Cock, Charles Parker.....	17	do ($3\frac{1}{2}$ months.)
	Cole, Benjamin Franklin...	15	do (4 months.)
	Conaton, John.....	16	do ($\frac{1}{2}$ month.)
	Coulter, John Francis	14	Same as No. 603.
	Crane, Whitney Sandford..	14	do
	Crozier, Robert.....	15	do
	Cunningham, Edward	17	do ($4\frac{1}{2}$ months.)
	Daly, Eugene Francis.....	14	Same as No. 603.
	Darrach, Thomas	15	do
	Denniston, Benjamin D....	17	do ($4\frac{1}{2}$ months.)
	Denniston, John Lewis	18	Same as No. 603.
	Disney, James Arnold.....	17	do
	Dodd, John Mingus.....	15	do
	Duryea, Albert J.....	14	do
	Duryea, Albert P.....	15	do
	Earl, James.....	18	do
	Elliott, Edward	14	do
	Emanuel, Nathaniel.....	15	do ($\frac{1}{2}$ month.)
	Evans, William Thomas ...	14	Same as No. 603.
	Everett, William Henry...	16	do
	Farnham, Elijah Thompson.	16	do
	Farnam, Oliver Joel	15	do
	Farrar, William Henry....	16	do
	Farrell, Henry Melvin....	16	do
	Ferguson, Robert.....	15	do
	Ferris, Nelson.....	18	do
	Fitch, Albert Franklin	15	do
	Flammer, William George..	14	do
	Foster, William Henry....	16	do
	Fraser, Charles.....	18	do
	Gardner, George Norman..	14	do
	Glover, Elijah.....	14	do
	Goerck, Theodore	16	do ($\frac{1}{2}$ month.)
	Goldsmith, Myer	14	Same as No. 603.
	Graham, Thomas Boyd....	17	do
	Griffin, Bradney.....	14	do (2 months.)
	Halsted, Elbert Kissam....	15	Same as No. 603.

No.	Names of Students.	Age.	Studies pursued, and Time.
	Hanson, Joseph Henry	15	Same as No. 603.
	Harrigan, William Warren..	16	do
	Hasey, Alonzo Comstock ..	16	do
	Hays, John.....	15	do
	Hays, John Henry.....	16	do (4½ months.)
	Hayward, Clarence B.....	15	Same as No. 603.
	Hegeman, John, Jr.....	14	do
	Hegeman, William.....	16	do
	Henderson, William Thos..	17	do (3 days.)
	Hewett, Henry H.....	16	Same as No. 603.
	Hodgeman, Alphonzo D....	15	do
	Hollister, Henry H.....	14	do
	Honner, John.....	15	do
	Hotner, William Powell...	15	do (½ month.)
	Howe, Alex. Cummings....	15	Same as No. 603.
	Howe, William James	14	do
	Hunter, James Henry.....	15	do
	Inslee, Francis Hatton....	16	do
	Irvine, John Wesley	16	do
	Jackson, James.....	16	do (½ month.)
	Johnson, James Augustus..	15	Same as No. 603.
	Jonas, Philip Hamilton....	15	do
	Jones, James Whitlock....	16	do (3 months.)
	Joseph Emanuel.....	15	Same as No. 603.
	Josephs, Solomon Arthur..	14	do
	Kellogg, Peter Comstock ..	16	do
	Kellogg, William Lintz....	15	do
	Kempf, Charles Otto.....	15	do
	Keene, Edwin Forrest....	17	do (2 months.)
	Kennedy, Theodore Ward..	15	Same as No. 603.
	King, William Edmund....	15	do
	Kingsland, Phineas C.....	15	do
	Kinsey, Peter Simonson ...	15	do (½ month.)
	Kipp, Pearson Halsted	15	do
	Knapp, William Albert....	15	do (4½ months.)
	Ladd, George Wilson	15	Same as No. 603.
	Laidlaw, Charles Edward..	17	do
	Langbein, George Trasko..	16	do (½ month.)
	Lecour, Peter George	15	Same as No. 603.
	Lewis, Menzies Raynor....	17	do (1½ month.)
	Linen, Robert Young	16	do (1 month.)
	Lord, Edward	14	Same as No. 603.
	McCague, Robert.....	16	do (4 mos 11 days.)
	McMann, James Dobbins...	15	Same as No. 603.
	McManus, Michael	16	do (½ month.)
	McMurtrie, Gilbert	15	Same as No. 603.
	Mallory, Thomas William..	16	do
	Marseilles, Joseph Varick..	17	do
	Mann, Frederick H.....	15	do
	Maxwell, F. Van Tassel...	15	do
	Merritt, James.....	16	do
	Miller, James Farquharson.	15	do (3 days.)
	Miles, William Alfred....	16	Same as No. 603.
	Mitchell, Henry Post.....	17	do
	Mitchell, Roland Green....	16	do
	Moores, William.....	15	do

No.	Names of Students.	Age.	Studies Pursued, and Time.
	Muller, Wm. T. Lawrence.	16	Same as No. 603. (1½ month.)
	Murray, John	15	do (4½ months.)
	Myers, David	15	Same as No. 603.
	Nellis, Albert Alonzo	15	do
	Page, James Seaver	15	do
	Parr, Benjamin	17	do (½ month.)
	Peck, Addison	16	Same as No. 603.
	Peckham, Charles Vasser ..	15	do
	Pettigrew, Eugene Albert ..	15	do
	Pierce, Charles Leland	17	do
	Pike, Boaz Emanuel	15	do
	Pinkney, Isaac Lawrence ..	15	do
	Place, William Augustus ..	14	do
	Plummer, Abraham H.	14	do (3 months 22 days.)
	Pope, George Aaron	15	Same as No. 603.
	Pullman, James Henry	15	do
	Purcell, James	14	do
	Reeves, Charles Varley	17	do
	Reid, Alexander Litton	16	do
	Reid, Robert Clarkson	14	do
	Reuck, Randolph	14	do
	Roome, Theodore Elliott ..	14	do
	Rust, Henry	16	do (½ month.)
	Salter, Albert Edward	15	do
	Sanger, William Henry	16	Same as No. 603.
	Saunders, John	15	do
	Schwartz, Theo. Gustavus ..	17	do
	Schweyer, Edward	17	do
	Scotfield, D. Aug. Gustavus.	15	do
	Scott, George Walker	17	do (3 mos. 22 days.)
	Senff, Charles Henry	15	Same as No. 603.
	Shade, Charles Edward	17	do
	Simonson, Lewis Washing'n	15	do (12 days.)
	Slocum, William Edwin	14	Same as No. 603.
	Smith, John William	15	do
	Snell, Henry	15	do
	Snow, George Washington ..	14	do
	Snow, Richard Van Wyck ..	16	do (5 days.)
	Spear, Joseph Alva	18	Same as No. 603.
	Speyer, David Elias	15	do (2 months.)
	Spier, Archibald	15	Same as No. 603.
	Squires, William Jones	17	do
	St. John, Charles Henry	16	do
	Starkey, David James	18	do
	Stiles, Andrew Bennet	16	do (4½ months.)
	Stockey, Peter Valentine ..	15	Same as No. 603.
	Strohmenger, Charles	14	do
	Stuart, Sidney H., Jr.	15	do
	Sullivan, Maurice F.	14	do
	Swain, James John	16	do (½ month.)
	Taggard, William Seymour	15	Same as No. 603.
	Taylor, Alfred Henry	15	do
	Taylor, Charles Alexander ..	14	do
	Terhune, James Albert	14	do (4 mos. 17 days.)
	Thomas, David Anderson ..	14	Same as No. 603.
	Todd, Adam Henry	17	do

No.	Names of Students.	Age.	Studies Pursued, and Time.
	Tousey, John Evarts	15	Same as No. 603.
	Trask, James Henry	17	do ($\frac{1}{2}$ month.)
	Trippe, James Mathews ...	18	Same as No. 603.
	Van Buskirk, Cornelius ...	15	do
	Vidal, Theo. Charles Bolt..	17	do
	Wallace, William	17	do ($\frac{1}{2}$ month.)
	Washburn, Theodore.....	19	Same as No. 603.
			French language only.
	Watson, Augustus Everett.	17	Same as No. 603.
	Wheeler, Edward Jackson.	16	do
	Whelpley, Edward Belden.	16	do
	White, Cyrus Barker.....	16	do
	White, William	15	do (1 month.)
	Whitlock, Montgom'y Wells	16	do (4 months.)
	Wilcox, Rufus Edgar	15	do ($1\frac{1}{2}$ month.)
	Wilson, Daniel.....	15	Same as No. 603.
	Wilson, George Wells.....	15	do
	Wilson, William Frederick.	14	do
	Woodhull, Morris.....	14	do
	Wright, Augustus Manning.	16	do
	Zender, Justus Emile.....	15	do (3 months.)

Schedule No. 9.

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FOR THE YEAR 1856.

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WILLIAM H. AVERY,
4. FLORENCE MCCARTHY,
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6. WILLIAM SINCLAIR,
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7. DAVID WEBB,
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8. ISAAC PHILLIPS,
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9. WILLIAM S. SEE,
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10. WILLIAM JONES, JR.,
DANIEL SLOTE,
11. JEDEDIAH MILLER,
GEORGE WHITE,

WARD.

12. JOHN GREEN,
ABRAHAM V. WILLIAMS,
13. ANDREW J. CASE,
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18. WILLIAM H. NEILSON,
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<i>Do.</i>	CHARLES E. PIERCE.
<i>Do.</i>	CHARLES H. GILBERT.
<i>Porter</i>	JOHN KILLALEE.
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<i>City Superintendent of Schools</i>	SAMUEL S. RANDALL.
<i>Assistant Superintendent of Schools</i>	HENRY KIDDLE.
<i>Do.</i> <i>do.</i> <i>do.</i>	SAMUEL W. SETON.
<i>Superin'tendent of School Buildings</i>	AMNON MACVEY.

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20. *Committee on Free Scholarships*—Messrs. Sinclair, Shannon, J. Green, Gray, Campbell.

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* Those marked thus * have been appointed by the Board of Education to fill vacancies.

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Chairman—James H. Townsend.
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Chairman—Jedediah Miller.
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FOURTEENTH WARD.

Chairman—Patrick Dolan.
Secretary—Henry P. West.

FIFTEENTH WARD.

Chairman—Edward L. Beadle.
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SEVENTEENTH WARD.

Chairman—Nathan C. Ely.
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NINETEENTH WARD.

Chairman—George W. Beebe.
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TWENTIETH WARD.

Chairman—Edwin Dobbs.
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TWENTY-SECOND WARD.

Chairman—Samuel Fleet. Secretary—Allen S. Church.

The other Wards are not returned, or have no separate organization.

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Secretary—A. J. Perry.

SECOND WARD.

(No organization.)

THIRD WARD.

(No organization.)

FOURTH WARD.

Chairman—John J. Ware.
Secretary—Andrew Cusack.

FIFTH WARD.

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Chairman—William Sinclair.
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Chairman—James H. Townsend.
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Secretary—Andrew J. Kasmire.

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Secretary—John Pickford.

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Chairman—James S. Breath.
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Chairman—Stephen Brooker.
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Chairman—Andrew H. Green.
Secretary—Henry P. West.

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Chairman—Edward L. Beadle.
Secretary—Samuel Hotaling.

SIXTEENTH WARD.

Chairman—
Secretary—Thomas Christy.

SEVENTEENTH WARD.

Chairman—Nathan C. Ely.
Secretary—William H. Riblet.

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Chairman—Abel T. Anderson.
Secretary—John H. Burleson.

NINETEENTH WARD.

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Secretary—William J. Plows.

TWENTIETH WARD.

Chairman—William Menck.
Secretary—Robert T. Creamer.

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Chairman—John Davenport.
Secretary—Lewis S. Thomas.

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Chairman—Samuel Fleet.
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Paul P. Duggan, N. A., Professor of Drawing and the Arts of Design.

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Nicholas Seeber, Janitor.

Daniel McEvoy, Assistant Janitor.

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FEMALE NORMAL SCHOOL.

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David B. Scott,	William Smeaton,	Henrietta Dutch,
William Belden, Jr.,	Sarah A. Bunker,	Margaretta L. Marston,
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DAILY NORMAL SCHOOLS FOR GIRLS.

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Margaret S. Arnout,	Sarah C. Verrinder,	

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245 William street, near Duane, Fourth Ward.

BOYS' DEPARTMENT.

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Helena Raymond,
Lucy M. O'Connell,
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Martha S. Brennan,
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Rose T. Martin,
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SCHOOL No. 2.

116 Henry street, near Pike, Seventh Ward.

BOYS' DEPARTMENT.

Charles H. Kimball,
William J. Goldey,
Jacob Fehrman,
Henry A. E. McCartin,
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Elizabeth A. Blanchard,
Eliza C. Budd,
Adeline E. Anderson,
Harriet A. Budd,
Sophia Cook,
M. L. Roome,
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SCHOOL No. 3.

Corner of Hudson and Grove streets, Ninth Ward.

BOYS' DEPARTMENT.

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Benj. D. Southerland,
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George A. Hall,
Louisa Barton,
Eliza A. Harmon,
Mary Ann King.

GIRLS' DEPARTMENT.

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Elizabeth Pope,
Deborah C. Wainwright,
Catharine Buxton,
Sarah J. Ingersoll,
Eliza J. Birch,
Eliza B. Scudder,
E. J. Cavannah,
Jas. A. Johnson, Music.

PRIMARY DEPARTMENT.

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Sarah J. Dornan,
Mary Jane Davis,
Regeria Warren,
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Josephine Weeks,
Jane M. Hill,
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L. De Orsay.

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Rivington street, near Ridge, Thirteenth Ward.

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
J. D. Demilt,	Catharine White,	Emily A. White,
C. W. Feeks,	Jane Moon,	Eleanor S. Northrip,
J. C. Devoy,	Harriet N. Howland,	Sarah E. Bertine,
Amanda M. Roberts,	Martha A. Rhoades,	Kate A. Marston,
Margaret Miller,	Louisa Mosher,	Mary A. Leuba,
Harriet J. Rose,	Harriet T. De Long,	Mary J. Blair,
Augusta Seofield,	Albertine Cooley,	Sarah L. Shields,
Sarah B. Baldwin,	Anna Cushing,	Mary Ida Robinson,
Nancy Mosher.	Emily McKinney.	Jenette Robertson,
		Adelia A. Cook,
		Anna M. Robertson,
		Lucy A. Roberts,
		Dessie S. Edmonds.

SCHOOL No. 5.

222 Mott street, Fourteenth Ward.

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
Michael J. O'Donnell,	Charlotte A. Purdy,	Mary T. Shepard,
M. A. Curran,	Mary J. Dowlin,	Margaret A. Mather,
Thomas Moore,	Amanda S. Marston,	Adelia M. Perkins,
James Toal.	Caroline E. Wakefield.	Mary Perham,
		Frs. Melville, Drawing.

SCHOOL No. 6.

Randall's Island. Twelfth Ward.

BOYS' DEPARTMENT.	PRIMARY DEPARTMENT.
Thomas P. Okie,	Susan F. Jackson,
Harriet J. Craver,	Sarah J. Linderman,
Mary Bryant,	Mary A. Green,
Sarah L. Payne,	Elizabeth Willson,
S. Almira Allen.	Mary Johnson,
	Mary E. Hammond.

SCHOOL No. 7.

Chrystie street, between Hester and Canal streets, Tenth Ward.

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.
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Jacob T. Boyle,	Mary A. Hannah,
Henry McCartin,	Ellen L. Chapman,
George Umpleby,	Mary C. Kennard,
Clarissa A. Root,	Ann E. Watkins,
Harriet E. Irwin,	Catharine Reed,
Luey C. Hooker.	Sophia Adler.

SCHOOL No. 8.

Grand street, near Wooster.—Eighth Ward.

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
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Sylvester G. Penfield,	Elizabeth F. King,	Ann E. Brower,
Catharine Kane,	E. Veitch,	Mary F. Burgyes,
Catharine L. Dugan.	Catharine L. Conant.	Letitia Cassidy,
		Catharine A. Kohler,
		Susan A. Birmingham.

SCHOOL No. 9.

Eighty-second street, near Broadway, Twenty-second Ward.

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.
John D. Robinson,	Catharine Jollie,
Henry W. Smith,	Frances Day,
Maria Jasper.	E. S. Hanaway,
	F. H. Nash, Mus. Teacher.

SCHOOL No. 10.

180 Wooster street, near Bleeker, Fifteenth Ward.

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.
George Moore,	Alvira S. Beach,
William H. Storrs,	Caroline Birch,
Galen C. Thatcher.	Rachel A. Griffin,
	Anna Linebeck,
	M. A. Bliven,
	A. B. Emerson.

SCHOOL No. 11.

Seventeenth street, near Eighth Avenue, Sixteenth Ward.

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
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Alonzo Hopper,	Elvira S. Maintain,	Elizabeth Beale,
Charles T. Wright,	Mary E. Savage,	Amelia De Baun,
Russel Raymond,	Mary E. Clark,	Jane E. Fleming,
J. D. Hyatt,	S. Victoria Walsh,	Mary E. Phelan,
Margaret A. Boak,	Serena A. Goodwin,	M. Gertrude White,
Victoria M. Graham,	Margaret J. Parr,	Harriet S. Hawley,
Agnes Jackson,	Matilda Tanzer,	S. Lawson,
D. Caroline Kopper,	Annie E. Thompson,	Mary Emily Bishop,
Eliza Wood.	Annie E. Rogers.	Harriet F. Howe,
		Phoebe Concklin,
		Mary E. Vandervoort,
		Mary J. Macfarlane,
		M. McEntee,
		R. Blum,
		J. C. Woodman, Music.

SCHOOL No. 12.

371 Madison street, near Jackson, Seventh Ward.

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
John H. Fanning, Robert J. Furney, Oscar Hinchman, Maria A. Cother, Augustus B. Sage, E. J. Evans, C. F. Glover.	Anna M. Marsh, Matilda Mosher, Mary M. Ryckman, Deborah Weeks, Louisa Peters, Sarah Ga Nun, Martha Moore.	Eliza Jarvis, Nancy E. Hoyt, Susanna McCanley, Julia M. Knight, Sarah A. Ball, Rebecca Louric, Annie M. Glasier, L. L. Harris, Geo. W. Pettit, Music.

SCHOOL No. 13.

298 Houston street, near Essex, Seventeenth Ward.

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
Leonard Hazeltine, Robert H. Pettigrew, George W. Streeter, Mary D. Johnson, Mary J. McCoy.	George M. Watson, Sarah J. De Grove, Prudence Sill, Sarah E. Crane, Marietta Egbert.	Mary L. Harris, Catharine Smith, Esther E. Noe, Anna E. Van Voorst, F. E. Brueninghausen, Mary A. Riley, Caroline E. Noe.

SCHOOL No. 14.

Twenty-seventh street, near Third Avenue, Twenty-first Ward.

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
Lafayette Olney, John A. Graves, John Macfarlane, Rosina G. Hartman, Mary Gordon, Frances J. Graham, Susan Sparling, James R. Pettigrew.	Caroline F. Whiting, Mary J. Whiting, Mary Turner, Anna A. Dayton, Hester C. Platt, Sarah H. Hazeltine, C. F. Elwell.	Catharine H. Myers, Martha Doak, Julia V. Hall, Emily J. Edwards, Victoria J. Knight, E. W. St. John, Emma J. Smith, M. A. Hoag, M. Stewart, F. H. Nash, Music.

SCHOOL No. 15.

289 Fifth street, bet. Aves. C and D, Eleventh Ward.

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
Nathan P. Beers, James J. McCoy, Frederick M. Campbell, Harriet Lockwood, Charlotte S. Morgan, Hester J. Husted, Emma H. Skidmore, Phebe Mayhew, Caroline L. Canfield,	Urania Downs, Mary J. Patten, Elizabeth Elting, Ann A. Woods, Letty Burr, Sarah Messenger, Elizabeth Powers, Mary J. Green, Urania D. Secord, F. H. Nash, Music.	Mary J. Vanderhoof, Annie E. Ketcham, Ann L. Hayes, Emma E. Fairfield, Amanda M. Carman, Euphemia Young, Melcina A. Van Etten, Sarah E. Lewis, Jane Schureman, A. E. Gilles.

SCHOOL No. 16.

Thirteenth street, near Seventh Avenue, Ninth Ward.

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
Arthur Murphy, Mary J. Mead, Georgiana Harriott, Jennette McLusky, Josephine Adee.	Virginia M. Oakley, Caroline A. Powers, Emily Scudder, Josephine R. Bailey, S. A. Jackson.	Elizabeth Marsden, Amelia Lynebeck, Sarah Gordon, Jane Thomas, Melissa Thorp.

SCHOOL No. 17.

Forty-seventh street, bet. Eighth and Ninth Aves., Twenty-second Ward.

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
James Monteith, Wm. A. E. Davis, Robert Burden, Mary M. Slater, George A. Leonard, Frederick W. James, Frances J. Scarlett, Elizabeth D. Wilson.	Amelia Kiersted, Caroline A. Masters, Mary A. Haynes, Jane Jollie, Gilletta R. Kiersted, Anna B. Leggett, Isabella Dolmage, J. Dickinson.	Mary Oliver, Mary A. Updike, Susan C. Brick, Elizabeth T. Lews, Charity Dealing, Mary L. Ackerman, Arabella Field, P. Ackerman, F. H. Nash, Music.

SCHOOL No. 18.

Fifty-first street, near Lexington Avenue, Nineteenth Ward.

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
Euphrates Hirst, Lucien B. Corey, Thomas E. Cody, Morgianna Farrell,	Annie Bamman, Sarah F. Miller, A. M. S. Huthwaite, Anna L. Disbrow. M. Colburn, Music.	Ann E. D. Rockwell, Cordelia C. Rockwell, E. A. Scanlan, Bridget F. Foshour, Agnes M. Walsh, E. Drew.

SCHOOL No. 19.

Corner of First Avenue and Ninth street, Seventeenth Ward.

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
William Smeaton, William Herring, John M. Forbes, Sarah E. Buckbee, M. N. Clark, H. Elizabeth Truss, Mary C. Hepburn, Catharine A. Buckbee.	Caroline Hazeltine, Mary E. Hinton, Jeannette Greig, Anna M. Hazard, Agnes McFarland, Clara Worman, Emma Wicks.	Mary H. Tompkins, Mary Trainer, Irene B. Miller, Kate Rogers, Rosanna Mullan, Clara Hopps.

SCHOOL No. 20.

Chrystie street, near Delancy, Tenth Ward.

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
Joseph W. Mather, Alexander Morehouse, William J. Kennard, Elbert A. Young, Jarvis Jennings, Maria L. Spader, Hannah J. Eddy, M. Buckbee, Anna Hart, W. Minrath, German. Jos. Wodzinske, French.	Mather Ames, Margaret W. Tibbetts, Eliza F. Knapp, Sarah A. Fisher, Emeline Olson, Harriett N. Hutchins, Frances A. Hayes,	Annie Thompson, Margaret F. Johnson, Mary O. Bell, Mary G. King, Margt. A. T. Lawrence, Florinda Cornell, Emeline Vooobries, Elvira M. Gildersleeve, E. Sproull.

SCHOOL No. 21.

Marion street, near Prince, Fourteenth Ward.

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
John Boyle, Hugh Williamson, William C. Raywood, John A. Slevin, Wm. P. Byrne.	Maria J. Sweeny, Eleanor M. Cronin, Helen C. O'Brien, Elizabeth F. Battle.	Fanny Willoughby, Catharine M. Connor, Josephine Searing, Emily T. Rice, Susan McConnellogue, Mary Finnegan, Helena Connolly, Eliza Dunn.

SCHOOL No. 22.

Corner of Stanton and Sheriff streets, Eleventh Ward.

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
Seneca Durand, Samuel H. P. Meigs, Margaret Patterson, Mary E. Stoutenberg, Martha J. Seaman, Sarah E. Michaels, S. W. Merritt, J. D. Knox, Music.	Frances J. Murray, Mary E. McGuire, Julia A. Bell, Clara Blasdel, Anna M. Murray, Caroline A. Dunbar, Delia F. Lockwood, Cornelia Howe, M. Hull.	Helen J. Nicholson, Frances H. Coleman, Annie L. Darlington, Cornelia J. Hartt, Eugenia Green, M. E. Marshall, Julia P. Orton, J. C. Flauagan, F. H. Nash, Music.

SCHOOL No. 23.

26 City Hall Place, Sixth Ward.

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
William Mullany, Stinson McIvor, Thomas Gibbons, Frances McHugh. S. Shuster, Teach. Dr'g. M. Colburn, " Mus.	Catharine Duffy, Mary J. Gallagher, Rose M. O'Neill, Mary R. Dolan.	Anna C. McHugh, Joanna Toole, Margaret McGrath, Eliza Reilly, Mary A. McHugh,

SCHOOL No. 24.

Elm street, near Leonard, Sixth Ward.

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
James M. Sweeny, A. T. Gallagher, James P. McIver, Hugh P. O'Neil, John White, M. Colburn, J. Kruger.	Margaret A. McCosker, Honorina D. Hogan, Jane A. Grant, Frances B. Murray, E. A. Sweeuy.	Mary S. McDermott, Ellen M. F. McGrath, Alicia M. Kearney, Catharine Gallagher, Hannah E. Keating, Mary E. Feirty.

SCHOOL No. 25.

13 Oak street, near Pearl, Fourth Ward.

Catharine Lynch,	Cath'ne M. Fitzgibbon,	Elizabeth M. Faye,
Margaret C. Canary,	Harriet T. Watson,	Anna Goodwin,
	Samuel Earle, Music Teacher.	

SCHOOL No. 26.

James street, near Chatham, Fourth Ward.

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
Samuel S. St. John,	Catharine M. Gilfillan,	Eliza Reynolds,
John Halpin,	Anna McNespie,	M. Donegan,
P. C. Leamy,	Anne L. O'Donnell,	Eliza McLoughlin,
Walter K. Ritch,	Mary C. Dougherty,	Mary A. Sweeny,
J. C. Woodman, Music.	Mary A. O'Brien.	Rose R. Cronly.

SCHOOL No. 27.

74 Oliver street, Fourth Ward.

Emily B. Sleight,	Eleanor D. Irvine,	Isabella Condon,
Maria Barrenpohl,	Sarah Quin,	A. M. Powers,
	S. Earle, Music Teacher.	

SCHOOL No. 28.

Fortieth street, between 7th and 8th Avenues, Twenty-second Ward.

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
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John S. Ketcham,	Mary H. Miller,	Julia M. Scarlett,
James H. Hallock,	Susan M. Kelly,	Olive C. Smith,
Lewis M. Kolb,	Harriet F. Williams,	Sarah C. Wilson,
H. C. Litchfield,	Georgiana M. Bunker.	Rebecca Patterson,
S. A. Haynes,	F. H. Nash, Music.	Mary M. Skiffington,
Barbara Gellan.		Mildred Johnson.

SCHOOL No. 29.

97 and 99 Greenwich street, First Ward.

BOYS' DEPARTMENT.

Lewis W. Annan,
 Thomas Fanning, Jr.,
 Edward Schwacofer,
 James B. Treanor,
 Ellen M. Hackett,
 Sarah L. Blackburn,
 F. H. Nash, Music.

GIRLS' DEPARTMENT.

H. A. C. Huthwaite,
 Ellen A. Preswick,
 C. Augustus Allen,
 J. Morrison,
 Mary J. Oelzner.

PRIMARY DEPARTMENT.

Marion Blair,
 Sarah C. Hubie,
 Josephine M. P. Hum ,
 Amy B. Butts,
 Maria E. Martin,
 Elizabeth W. Carman
 Ellen L. F. Comstock
 Caroline H. Probst,
 J. McGregor,
 Annie E. Van Boskerck
 Kate A. Laws,
 Sarah E. Heybeck,
 Annie M. Franklyn,
 Mary E. Dunican,
 Sarah Cohen.

SCHOOL No. 30.

276 Second street, Eleventh Ward.

Jane M. Gilfillan,
 Anna W. Birdsall,

Harriet J. Snyder,
 Mary J. Houseworth,

Eliza B. Beilby.

SCHOOL No. 31.

Monroe street, near Montgomery, Seventh Ward.

BOYS' DEPARTMENT.

John J. Anderson,
 J. R. Ames,
 William F. Berry, Jr.,
 Alexander Oliver,
 William M. Cole,
 Geo. W. Pettit, Music.

GIRLS' DEPARTMENT.

Elizabeth Sayre,
 Lucy F. Scarborough,
 Mary E. Stainburn,
 S. E. Raywood.

PRIMARY DEPARTMENT.

Mary A. Ebbets,
 Ellen P. Daly,
 Emily J. Peck,
 Mary A. Hannah,
 Mary J. Clark,
 Catharine J. Delaney
 M. S. Ketcham,
 J. M. Norman.

SCHOOL No. 32.

Baxter street, near Grand, Fourteenth Ward.

BOYS' DEPARTMENT.

Edward McIlroy,
 Nicholas Mulligan,
 Thomas W. Kennedy,
 Honora Madden.

GIRLS' DEPARTMENT.

Catharine Connoly,
 Elizabeth A. Bossuet,
 C. Hunter,
 Jane M. Connoly.

PRIMARY DEPARTMENT.

Mary E. Earle,
 Kate A. Hackett,
 Ellen T. Ahern,
 Margaret A. Doyle,
 Ann M. Van Riper,
 Alice Gormly,
 A. O'Donnell,
 H. Collins.

SCHOOL No. 33.

Twenty-fifth street, near Ninth Avenue, Twentieth Ward.

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
George W. Cooper,	Sarah K. Partridge,	Clara M. Edmonds,
T. Dwight Martin,	Agnes E. Baylies,	Mary J. Donaldson,
Wm. M. Adams,	Anna M. Dunn,	Mary D. Scolari,
Elvira E. Neville,	Kate Brown,	Sarah E. McKuskor,
Mary A. Simms,	Hannah E. Jacobus,	Rosanna Whiteside,
Janet Young,	Almira J. Danley,	Mary A. Lyon,
Elizabeth A. Hunt,	Angelina P. Myer,	Phebe E. Brooks,
Elizabeth Smith.	Clarissa E. Hartmann,	Catharine S. Burnette,
M. Colburn, Music.		Julia Green,
S. Schuster, Drawing.		Mary E. Blunk.
		Margaret Adams,
		Eliza Hoffman,
		E. Jackson,

SCHOOL No. 34.

Broome street, between Sheriff and Willet streets, Thirteenth Ward.

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
Henry C. Martin,	Harriet N. Goldey,	Jane Rutherford,
William M. Jelliffe,	Annot A. Rutherford,	Margaret F. Maguire,
Benjamin Y. Conklin,	Margaret C. Mikels,	Caroline H. Appleton,
M. K. Acheson,	Grace A. Mayhew,	Phebe E. Kormornisky,
Emily M. Appleton,	Josephine F. Orr,	Mary J. Fairchild,
Mary E. Newman,	Josephine Irwin,	Mary E. Moore,
Lucretia V. Flack,	Sarah A. Reeves.	Helena Parmenter,
Bernice J. Fitz.		Marion H. Irwin,
Geo. H. Curtis, Music.		Harriet Keeler,
		Phebe L. Laton,

SCHOOL No. 35.

Thirteenth street, near Sixth Avenue, Fifteenth Ward.

BOYS' DEPARTMENT.	PRIMARY DEPARTMENT.
Washington M. Smith,	Jaue M. Linsey,
Thomas Hunter,	Sarah J. Martin,
Charles Gates,	Mary W. Ammerman,
George White, Jr.,	Louisa J. Shannon,
George L. Burr,	Hannah M. Wheeler,
S. W. Randall,	Mary C. Banta,
Euphemia B. Crowell,	Annie R. Wilson,
Anna M. Rogers,	G. H. Curtis, Music.
Jane V. Kennedy,	
S. L. Vanderbilt,	

SCHOOL No. 36.

Ninth street, near Avenue C, Eleventh Ward.

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
Alpheus D. Dubois, John M. Sears, James R. Fiuch, Catharine Vannoy, Mary L. Willis, Heuriett Walters, Anna Madden, Susan Horton.	Lucinda W. Wooster, Charlotte R. Wooster, Emily C. Hoyte, Joanna E. Messenger, Sarah J. Crane, Susan McVey, Helen J. Garvie, M. J. Dodge, S. M. Bowker.	Euretta M. Nicholson, Elizabeth Pickford, Victoria A. Hulen, Phebe A. Walters, Anna E. Turner, Annie E. Warren, Mary E. Eppes, Mary E. Squires, Kate A. Mitchell, Anna E. Brush, Anna M. Macpherson.

SCHOOL No. 37.

Eighty-seventh street, bet. Third and Fourth Avenues, Twelfth Ward.

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
John W. Boyce, Gillespie Miller, Elizabeth T. Hart, Mary Fraser, E. Hitchcock,	Hannah E. Cudlipp, Margaret Hebbard, Mary Gildersleeve, Elizabeth Crocker.	Laura H. Gildersleeve, Louisa Ingersoll, Eleanor M. Geary, Henrietta Lennon, Emma Sandford.

SCHOOL No. 38.

Clarke street, near Broome, Eighth Ward.

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
J. Elias Whitehead, Charles W. Lord, D. B. Frisbie, Miles Finch, Elizabeth A. Smith, Annie E. Baker. A. Grollier, French. F. H. Nash, Music.	Cordelia Chadeayne, Mary E. Downs, Frances C. Church, Sarah A. Love, Mary Marvine, M. Matilda Mayer, Julia A. Seger, Mary Houseworth, H. Thompson.	Helen J. Knapp, Mary E. Inslee, Sarah J. Seaman, Margaret Felt, Harriet E. Hindes, Jane C. Baird, Frauces A. Stevens, Susan R. Brown, H. Ruden, M. E. Manwaring, M. E. Nelson,

SCHOOL No. 39.

125th street, bet. 2d and 3d Avenues, Harlem, Twelfth Ward.

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
Jacob S. Warren, James Riker, Mary E. Gardner, M. Tuthill.	Mary S. Kenyon, Edeth M. Hayes, A. E. Lockwood.	Mary A. Freeman, Priscilla Brass, Eliza A. Freeman, Catharine A. Hebbard, F. A. Polley, S. H. Crawford.

SCHOOL No. 40.

Twentieth street, bet. First and Second Avenue, Eighteenth Ward.

BOYS' DEPARTMENT.	PRIMARY DEPARTMENT.
David B. Scott, Edward S. Worth, George H. Albro, William H. Streeter, Mason O. Fuller, Thomas B. Sanford, J. H. Wiley, Jane M. Greacen, Mary J. Lennon, Sarah A. Bodine, F. H. P. Meginley, Anna E. Moss, R. Slater, Geo. H. Curtis, George Batchelor.	Charlotte C. Wray, Elizabeth A. Wilkinson, Martha McFarland, Mary E. Carroll, E. B. Corwin, Deborah A. Bisco, Annie Hollister, Anna Spencer, Amy A. Smith.

SCHOOL No. 41.

Greenwich Avenue, opposite Charles street, Ninth Ward.

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
Thomas T. Harrison, Josiah H. Zabriskie, George W. Harrison, Charles W. Smith, Edith L. Ashby, Louisa C. Burke, Maria V. Kohler, Jacob D. Kirkner, Kate H. Cavannah.	M. Louisa Scott, Mary E. Conklin, Elizabeth Cavanagh, Sarah F. Wixon, Rachel Knox, Mary J. Topping, Charlotte Leefberry, Sarah F. Connor, J. A. Johnson, J. Wodzinski.	Susanna Whitney, Catharine Fagan, Mary Crowell, Elizabeth Wasson, Mary A. Connolly, Louisa Cole, Sarah E. Morehead, Sarah J. Hemphill, E. Smith.

SCHOOL No. 42.

Allen street, between Hester and Canal streets, Tenth Ward.

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
Elisha L. Avery,	Ann E. Loyd,	Emily B. Hunt,
John Walsh,	Caroline Hopkins,	Mary H. Palmer,
Henry Christman,	Anna L. Post,	Annie E. Falconer,
William A. Owen,	Sarah E. Conrad,	E. Tharp,
T. F. Saunders,	Catharine L. Hannah,	Ellen F. Culver,
M. Antoinette Megie,	Catharine V. Davis,	Isabella Iles,
Pauline L. Loss,	Frances Hollingshead,	Permelia Hart,
R. S. Stevens,	Mary E. Wooley,	Mary E. Miller,
J. Reed.	M. J. Austin.	Rebecca Hiltman,
		Josephine Stuyvesant,
		Hannah Mount,
		Emma D. Hill.

SCHOOL No. 43,

Corner of 129th street and Tenth avenue, Manhattanville, Twelfth Ward.

BOYS' DEPARTMENT.	GIRLS' AND PRIMARY DEPARTMENT.
Charles McGregor.	Barbara H. McDonnell,
	Eliza R. Knapp,
	Charlotte M. Shafford,
	F. Starr.

SCHOOL No. 44,

Corner of North Moore and Varick streets, Fifth Ward.

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
William Belden, jr.,	Jane A. A. Ebbets,	Catharine E. Connolly,
Thomas W. Conklin,	Euphemia Warren,	Jane E. Cunningham,
Charles E. Aymar,	Helen G. Morgan,	Catharine Gordon,
Charles D. B. Simonton,	Elizabeth Thurston,	Hannah E. Tappen,
Ezra Beach, jr.,	Elizabeth B. Warren,	Sarah E. Jones,
Mary E. Higgins,	Fanny K. Lewis,	Isabella Jewesson,
Lois A. Smith,	Mary A. Walling,	Sarah E. Place,
Eliza H. Burr,	Frances E. Smith,	Mary E. Berry,
Louise Buschman,	H. M. Kopper,	Mary V. Seaman,
Angelina Cornell,	M. C. Cornell,	Elizabeth Loveridge,
S. A. Cunningham,	C. Dodge.	M. C. Tate,
G. F. Bristow, Music,		C. Gordon,
J. F. Bergen, German,		C. Everett.
J. Wodzinski, Drawing.		

SCHOOL No. 45.

24th street, between Seventh and Eighth avenues, Sixteenth Ward.

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
Thomas Foulke, Nelson B. Bartram, Charles W. Morse, James W. Graff, Moulton Avery, Sarah Stewart, Julia Horton, Ellen D. Traphagen, Sarah M. Crist, L. Robinson, F. H. Nash, Music.	Adeline Hawley, Annie E. Fowler, Sarah J. Heustis, Jane S. Wilson, Susan M. Parr, Serah R. Blum, Hettie L. Board, Sarah E. Connover, Matilda L. Stopp, M. Isabel Oakley.	Emily Kennedy, Sarah E. Cooley, Matilda Holton, Emily Grafton, Jane Caldwell, Victoria S. Crapser, Mary H. Ewart, Mary J. Wright, Adeline V. Sutton, Emily J. Drisbrow, Emma S. Burger, Lizzie May, Jane White, Emma Fryer, Eliza Hopper, J. Barton, J. Hyatt.

SCHOOL No. 46.

156th street, near Tenth avenue, Carmansville, Twelfth Ward.

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.
John C. Graff, Maria C. Jennings, Mary H. Hammond.	Matilda M. Landon, Julia Ann Goldsmith, E. Swarts.

SCHOOL No. 47.

Twelfth street, near University Place, Fifteenth Ward.

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
Lydia F. Wadleigh, Mary A. Ranney, Lavinia M. Holman, Mary Swift, Lina Achert, G. F. Bristow, Music.	Aroline C. Hall, Harriet B. Swift, Sarah E. Woodward, Margaret Doruan, Josephine H. Shelden, J. Pew, Helen McMann, H. H. Peake.	M. Louisa Geer, Sarah E. Berrien, Anna T. Johnson, Miriam Carpenter, J. Adams, M. Dodge.

SCHOOL No. 48.

Twenty-eighth street, near Sixth avenue, Twentieth Ward.

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
James M. Partridge, Hugh Carlisle, P. W. Connolly, Dayton W. Searle, James A. Tracy, Rosamond Rogers, M. S. McKibbin, S. Shuster, Drawing, M. Colburn, Music	Isabella Hill, Henrietta Dutch, Philandia Woodruff, Emma L. Thompson, Amanda M. Edmonds, Cordelia G. Harwood, Margaret A. Smith, J. A. Ludlum, Alice Goodwin.	Eliza A. Ebbets, Sophia H. Travis, Eliza M. Dyke, M. E. Ingersoll, M. E. Nunns, S. A. Ward, F. R. Ltncoln, L. E. Agar, L. P. West, M. E. Allen, E. Fitzpatrick.

SCHOOL No. 49.

Thirty-seventh st., between Second and Third avs., Twenty-first Ward.

BOYS' DEPARTMENT.	GIRLS' DEPARTMENT.	PRIMARY DEPARTMENT.
William H. Wood, Samuel L. Perkins, George H. Moore, M. Josephine Rogers, Sarah A. Acheson, Kate A. Egbert, Julia St. John, Martha A. Smith.	Frances E. A. Gutch, Laura E. Leal, Susan E. Sloan, Mary B. Curry, Helen B. Hunter, Frances E. Feeks, Emma Fitch.	Kate S. Palmer, Julia S. Clark, Lucy M. Pangborn, Emily B. Elwell, Caroline A. Moss, Kate A. Wilson, Sarah E. Ryno, Mary A. Ladd, Lucretia Felter, J. Pridham, Jane Fulton, E. Husted, R. Famariss, S. Adams.

SCHOOL No. 50.

Twentieth street, between Second and Third avenues.—Eighteenth Ward.

GIRLS' DEPARTMENT.

Margaretta L. Marston,
Harriet A. Duncan,
L. Mathews,
Ellen Hoyt,
Elizabeth F. Innes,
Catharine J. Decker,
Caroline B. Cornell,
Adeline W. Farless,
Mary E. Jenks,
Martha Miller,
Margaret Magilton,
Annie Kelly,
C. Lockman,
H. Provost, Drawing,
G. H. Curtis, Music.

PRIMARY DEPARTMENT,

M. Eliza Purdy,
M. Talbert,
Kate Kernelieu,
Charlotte F. Crandell,
M. Barker,
Maria L. Rairnan,
Maria A. Crothers,
Mary Moran,
A. Turnbull,
Lizzie Pardee.

PRIMARY SCHOOLS.

No. 1.

Orchard street, bet. Broome and Delancey sts., Tenth Ward.

Mary J. King, Isabella N. Van Cott, Mary N. Stevens.

No. 2.

103 Bayard street, near Baxter, Sixth Ward.

Sarah A. Foster, Mary A. Bamman, Julia M. Hadden,
J. T. McInroy.

No. 3.

100 Cannon street, near Stanton, Eleventh Ward.

Sarah R. Jauncey,	Mary E. Murphy,	J. Lancaster.
Mary L. Hoyt,	Marion W. Holly,	

No. 4.

St. John's Hall, cor. Bowery and Delancy streets, Tenth Ward.

Susan M. Drinker, Bridget Harrison, J. P. Petrie.
Margaret McCaffrey, Phebe Perham,

No. 5.

401 *Cherry street, near Scammel, Seventh Ward.*

Mary C. Crane,	Louisa J. Hobby,	F. Finch,
Catharine M. Griffing,	Sarah M. Reeve,	A. A. Moore,
	M. Ankers.	

No. 7.

321 *Sixth street, bet. Aves. B and C, Eleventh Ward.*

Sarah H. Keyes,	Julia A. Cook,	Adelaide Hardy,
	Sarah Ryno.	

No. 8.

61 *Thompson street, Eighth Ward.*

Mary Tooker,	Amy E. Hallock,	C. A. Esterly,
	Georgiana Dugan.	

No. 10.

174 *Amos street, near Washington, Ninth Ward.*

Esther E. Mead,	Mary J. Anderson,	Elizabeth H. Myers,
	Elizabeth Sleight,	

No. 13.

101 *Bayard street, near Baxter, Sixth Ward.*

Anna Mahony,	Agnes E. O'Donnell,	M. Lawless.
Lucy E. McDaniels,	Catharine H. Mulrooney,	

No. 14.

Rear of 60 Chrystie street, bet. Hester & Canal sts., Tenth Ward.

Mary E. Ewen,	Mary A. Boyd,	Amelia Sower,
	M. E. Robinson.	

No. 15.

36 *Stanton street, near Chrystie Seventeenth Ward.*

Margaret H. Braiden,	Catharine T. Clark,	Charlotte A. Willmotte,
	Kate Albertson.	

No. 16.

Cannon street, near Broome, Thirteenth Ward.

Ernestina F. Moll,	Sarah A. Montague,	Lucretia A. Tooker,
Julia A. Wood,	Josephine Ostrander,	S. M. Norris.

No. 17.

461 Greenwich street, Fifth Ward.

P. A. Hope,	Cordelia Everett,	Emily A. Comstock,
	Alice Fair.	

No. 19.

Twentieth street, near 7th Avenue, Sixteenth Ward.

Olley Pack,	H. Amanda Irving,	Mary Rolston.
Jane A. Pullis,	Lavenia K. Amerman,	

No. 20.

Corner of avenue C and Fourth street, Eleventh Ward.

Mary M. Smith,	Eleanor M. Magee,	Belinda Williamson.
	Mary E. Soullard,	

No. 22.

Corner of Bleecker and Downing streets, Ninth Ward.

Maria L. Roome,	Sarah R. M. Lake,	A. Royce,
Rebecca J. George,	Esther Birdsall,	M. Patterson.

Nos. 23 AND 24.

61 Thompson street, Eighth Ward.

J. Veitch,	Sarah Hopper,	J. Van Amburgh,
	E. Russel.	

No. 25.

98 West Seventeenth street, Sixteenth Ward.

H. A. McCormick,	Mary Hopper,	Eliza B. Ideson,
	E. Meredith.	

No. 26.

98 West Seventeenth street, Sixteenth Ward.

Lucretia E. McGuire,	Mary A. Colston,	Mary E. Hutchison,
	Abbie M. Saunders,	

No. 27.

174 Amos street, near Washington, Ninth Ward.

Hester Dorsett,	Mary F. Degraw,	Elizabeth Dore,
	Amelia E. Laing.	

No. 28.

114 *White street, near Centre, Sixth Ward.*

Henrietta Mosher,	Kate McClure,	Helen J. Mahan.
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Nos. 29 AND 30.

3 *Stone street, First Ward.*

Caroline S. Whitlock,	Abbe A. Wright,	Sarah E. Hoffmire,
Georgianna R. Finley,	Jane E. Warts,	F. H. Nash.

Nos. 31 AND 32.

175 *Barrow street, near Greenwich, Ninth Ward.*

Martha C. Houseworth,	J. Young,	E. Oakly.
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Nos. 33 AND 32.

Twenty-fifth street, bet. Madison and Fourth Aves., Eighteenth Ward.

Julia Lispenard,	Eleanor E. Taylor,	Lydia Moulton,
	M. J. Johnson,	

No. 34.

Corner of Eighth Avenue and Forty-third street, Twenty-second Ward.

Frances M. Finch,	Maria Ackerman,	L. Osborne.
Agnes McCartney,	E. Morgan,	

No. 35.

461 *Greenwich street, Fifth Ward.*

Frances A. Comstock,	Elizabeth B. Wright,	Clementine Palmer,
	J. Hope.	

No. 36.

Waverly Place, near Bank street, Ninth Ward.

Jane Walker,	Augusta Loss,	E. Firth.
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No. 37.

Waverly Place, near Bank street, Ninth Ward.

Catharine A. Taft,	Mary E. Harriott,	A. McGrath.
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No. 38.

Rear of 60 Chrystie street, bet. Hester and Canal, Tenth Ward.

Charlotte P. Brown,	Alice F. Bartley,	S. K. Vandewater,
	Kate Ferry.	

No. 39.

233 West Eighteenth street, Sixteenth Ward.

C. F. H. Crowell,	Maria F. Pierce,	Ellen Webb,
	Marietta Brown.	

No. 40.

Rear of 147 Clinton street, Thirteenth Ward.

Mary Holbrook,	Ellen C. Gregory,	Mary E. Northup,
	Juliet B. De Long.	

No. 41.

Rear of 147 Clinton street, Thirteenth Ward.

Susan Holbrook,	Margaret A. Scofield,	Harriet M. Conrey,
	Mary J. Smith.	

No. 42.

100 Cannon street, near Stanton, Eleventh Ward.

Abbey M. Burton,	Henrietta M. Barnes,	Elizabeth A. Devereaux,
	A. E. White.	

No. 43.

Rivington street, near Goerck, Thirteenth Ward.

Sarah J. Hatfield,	Caroline G. Haff,	Ellen Beebe,
	Helen C. Duffy.	

No. 44.

Rivington street, near Goerck, Thirteenth Ward.

Sarah A. Fowler,	Sarah M. Taft,	Fanny L. Requa,
	Mary E. Rhodes.	

No. 45.

Houston street, between Forsyth and Eldridge, Seventeenth Ward.

Sarah A. Young,	Harriet A. Donaldson,	Sarah J. Callender,
	Mary Trumbly.	

No. 46.

Eleventh street, bet. Third and Fourth Avenues, Seventeenth Ward.

Margaret Chincey,	Jane Smith.
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No. 47.

Eleventh street, bet. Third and Fourth Avenues, Seventeenth Ward.

Cornelia Bedell,	Martha Griffin,	Mary Hickok.
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No. 48.

233 West Eighteenth street, Sixteenth Ward.

Hannah W. Hays,	Henrietta C. Ferguson,	Dora H. Read,
	Sarah L. Lewis.	

No. 49.

Horatio street, near Hudson, Ninth Ward.

Mary Waterbury,	Anastasia Wixon,	F. Maltbie,
Stephania Lawson,	Mary J. Hawley,	E. Wandell.

No. 50.

545 Greenwich street, Eighth Ward.

Margaret J. Downs,	Emma Smith,	E. C. Smith,
	Mary A. Shannon.	

No. 51.

545 Greenwich street, Eighth Ward.

Catharine Jollie,	Catharine Cassidy,	Mary Renville,
	M. A. Love.	

No. 53.

Fourth street, near Avenue C, Eleventh Ward.

Ellen F. Holley,	Caroline V. Yerguson,	Margaret McCaffrey,
Catharine Moriarty,	Henrietta Fisk,	A. Webb.

No. 54.

Twenty-ninth street, near Ninth Avenue, Twentieth Ward.

Sarah K. White,	Doreathea Dixon,	Charlotte Pollock,
Margaret Keown,	Maria J. Updike,	Helena D. Smith,
Charlotte S. Meredith,	Anna M. Mulvey,	Sarah J. Gaddis.

No. 55.

Eighty-fourth street, bet. Third and Fourth Aves., Nineteenth Ward.

Catharine A. Geary,	Mary Fick,	E. Wier.
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No. 56.

Thirty-seventh street, near Tenth Avenue, Twentieth Ward.

Hannah G. Preston,	Mary M. Holmes,	Fanny C. Vinton,
Amanda M. House,	Mary V. McKusker,	C. Fredericka Miller,
Lizzie K. McCrea,	Emma J. Goodenough,	Henrietta Ingersoll,
Eliza J. Beatty,	Sarah Young,	Nancy Mott.

No. 57.

Cor. 23d street and 2d Avenue, (Demilt Dispensary) Eighteenth Ward.

Mary B. Cooley,	Ellen Winehell,	Helen E. Ludlow,
Almira L. Knapp,	Harriet A. Youngs,	E. M. Flowery,
	J. McFarland.	

No. 58.

Nineteenth street, bet. Avenue A and First Avenue, Eighteenth Ward.

Frances A. Felt,	Eliza A. Anderson,	Louisa E. Green,
Jane M. Yates,	Jane A. Garthwaite,	M. J. Thompson,
Kate E. Ringwood,	Mary A. Mills,	H. Brown,
Sarah A. Cole,	M. C. Bergen,	Sarah E. Stainburn.

COLORED WARD SCHOOLS.

No. 1.

135 Mulberry street, near Grand, Fourteenth Ward.

BOYS' DEPARTMENT.

John Peterson,
Peter S. Ewell,
Peter H. Loveridge,
Wright Seaman.

GIRLS' DEPARTMENT.

Eliza Gwynne,
Mary A. Griffin,
Mary F. Allen,
Rheda S. Ledgers.

No. 2.

51 and 53 Laurens street, Eighth Ward.

BOYS' DEPARTMENT.

Ransom F. Wake,
John Porter,
Fanny Tompkins,
Caroline Hamilton,
Helen M. Clow,
R. Johnson.

GIRLS' DEPARTMENT.

Sarah Ennalls,
Catharine Harley,
Elizabeth Speneer,
S. Waldren.

No. 3.

Eighty-fifth street, bet. Seventh and Eighth Avenues, Twenty-second Ward.

Catharine A. Thompson.

No. 4.

117th street, near Second Avenue, Harlem, Twelfth Ward.

No. 5.

19 Thomas street, Fifth Ward.

Eliza D. Richards,	Harriet Anderson,	Sarah A. Hamilton,
Elizabeth Jennings,	Margaret Roach,	S. Waldron.

No. 6.

1167 Broadway, near Thirty-sixth street, Twentieth Ward.

Charles L. Reason.

COLORED PRIMARY SCHOOLS.

No. 1.

Fifteenth street, near Seventh Avenue, Sixteenth Ward.

Charlotte S. Smith,	Patience Wise,
Mary E. Tilghman,	S. Waldron.

No. 2.

Rear of Church in Second street, near Avenue C, Eleventh Ward.

Mary E. Rollins,	Ellen Tredwell.
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No. 3.

Rear of Church in Second street, near Avenue C, Eleventh Ward.

George H. Green,	Albert J. Ewell.
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TEACHERS IN THE EVENING SCHOOLS.

FIRST WARD.

MALE DEPARTMENT.

Thomas Fanning, Jr.,	Forman Whitney,	Daniel O. Quimby,
Edward Schwacofer,	George F. Wicks,	John M. Young,
James B. Treanor,	Geo. W. Van Sicklen,	Louis W. Engle.

FEMALE DEPARTMENT.

Frances A. Comstock,	Amy Butts,	Caroline Probst.
C. Augusta Allen,	Mary Oelzner,	

FOURTH WARD.

MALE DEPARTMENT.

A. T. Gallagher,	H. Stiles,	P. C. Leamy,
W. K. Ritch,	M. H. Rcily,	M. Donegan,
J. C. Lynch,	R. Cronley,	M. Kean,
	Thomas Hanrahan.	

FEMALE DEPARTMENT.

C. Lynch,	E. D. Irvine,	T. M. Gill,
E. Reynolds,	M. Canary,	M. A. Sweeny.
A. O'Donnel,	M. J. O'Leary,	

FIFTH WARD.

MALE DEPARTMENT.

T. W. Conklin,	J. M. Forbes,	E. Beach, Jr.,
F. M. Campbell,	W. H. DeCamp,	Dr. Bendan.

SIXTH WARD.

MALE DEPARTMENT.

Stinson McIver,	Thomas Gibbons,	John White,
Hugh P. O. Neill,	Robert T. Lawler,	Thomas D. Stetson,
James P. McIver,	Michael McGinn,	John Kruger,
	Peter Hahl.	

FEMALE DEPARTMENT.

Christiana Ferguson,
Jemima Reed,

Frances Murray,
Alicia Kearny,
Harriet Wright,

Mary A. Hannah,
Mary Lawler,

SEVENTH WARD.

MALE DEPARTMENT.

John J. Anderson,
J. T. Boyle,

Isaac S. Marshall,
John R. Ames,

T. C. Ingalls,
R. F. Landerer,

FEMALE DEPARTMENT.

Matilda Mosher,

Jane E. Armstrong,
Margaret A. Barnum.

Clarissa A. Root,

EIGHTH WARD.

MALE DEPARTMENT.

J. Elias Whitehead,
Dubois B. Frisbee,

Miles Finch,
George H. Moore,
Christiana L. Dugan.

Mary E. Inslee,
Elizabeth A. Smith,

FEMALE DEPARTMENT.

Clara M. Edmonds,
Eliza Dyer,

Henrietta Forbes,
Margaret J. Felt,

Anna Goodwin,
Amanda Edmonds.

NINTH WARD.

MALE DEPARTMENT.

T. F. Harrison,
G. W. Harrison,

Wm. J. Kennard,
Maria V. Kohler,

Edith L. Ashby,
William Barrie.

TENTH WARD.

MALE DEPARTMENT.

John Walsh,
A. Morehouse,
Jarvis Jennings,

Wm. H. Post,
John J. Cook,
Wm. W. Souillard,
Charles Probsting.

Alexander Oliver,
J. T. Berger,
A. Walchner,

FEMALE DEPARTMENT.

Arnot A. Rutherford,
Margaret Tibbetts,

Charlotte Glover,
Margaret Watts,

Anna M. Valleau,
Mary M. Moore.

ELEVENH WARD.

MALE DEPARTMENT.

Seneca Durand,
R. J. Furney,
S. H. P. Meigs,
J. R. Steers,
Edward Durand,
Wm. Sinclair, Jr.,

Daniel L. Evans,
Mary E. Newman,
Oatharine Vannay,
Sarah E. Michaels,
Henrietta Fisk,
Hester Husted,

Caroline Canfield,
Josephine Orr,
Martha J. Seaman,
Lucy O'Conner,
Louisa Davis,

FEMALE DEPARTMENT.

Frances J. Murray,
Jane Rutherford,
Jane M. Gilfillan,

Julia A. Ben,
Anna M. Murray,
M. E. Stoutenbugh,
Daniel Brown.

Emeline Glazier,
Maria J. Dodge,
James Wightman,

TWELFTH WARD.

MALE DEPARTMENT.

Harlem.

Jacob S. Warner,

William Carlisle,

Joseph S. Lockman.

Manhattanville.

John C. Graff,
B. H. McDonnell,

Eliza Knapp,
Charlotte Shafford,

Mary H. Hammond,
Abram C. Bowman.

Yorkville.

G. Miller,
A. B. Wadhams,

G. W. Seabold,
M. Fraser,
H. Lennon,

H. E. Cudlipp,
M. Jones.

THIRTEENTH WARD.

MALE DEPARTMENT.

D. J. Demilt,

Wm. M. Jelliffe,
Moulton Emery,

Samuel G. Jelliffe.

FOURTEENTH WARD.

MALE DEPARTMENT.

J. Boyle,
N. Mulligan,

F. McHugh,
William G. Raywood,

J. A. Slevin,

FEMALE DEPARTMENT.

A. Bamman,
F. Willoughby,

H. C. O'Brien,
M. J. Hunter,

C. M. Fitzgibbon.

FIFTEENTH WARD.

MALE DEPARTMENT.

T. Hunter,
W. H. Storrs,

E. Gilbert,
C. Gates,
H. T. Carroll,

G. L. Burr,
H. Williamson.

FEMALE DEPARTMENT.

A. M. Rogers,
M. Dornan,

K. Kenny,
S. Dornan,

M. Merritt.

SIXTEENTH WARD.

MALE DEPARTMENT.

L. W. Annan,
Charles T. Wight,
Lucien B. Corey,

Louis A. Smith,
Elizabeth Beale,
Jonathan D. Hyatt,

Kate A. Laws,
Andrew J. Spencer,
Hugh Williamson.

FEMALE DEPARTMENT.

Abby N. Beale,
Emma L. Thompson,

Mary A. Simms,
Sarah Crist,
Eliza Wood,

Cornelia Smith,
Mary Rolston.

EIGHTEENTH WARD.

MALE DEPARTMENT.

William Herring,
George H. Albro,
George W. Stewart,
H. C. Litchfield,

S. W. Randall,
John Macvey,
Henry McArthur,
Daniel H. Blake,
J. H. Wiley,

E. M. Pease,
Horace P. Smith,
Wm. H. Edwards,
Thomas D. Stetson.

FEMALE DEPARTMENT.

Helen J. Nicholson,
Frances McGinley,

Sarah A. Bodine,
Eleanor Magee,

Kate A. Marston,
Anna M. Moss.

NINETEENTH WARD.

MALE DEPARTMENT.

Euphrates Hirst,
E. A. Walsh,

Robert Burden,
A. J. Decker,

Wm. H. Fleming.

TWENTIETH WARD.

MALE DEPARTMENT.

Timothy D. Martin,
P. W. Connelly,

James W. Graff,
Elvira E. Neville,
Cordelia G. Hawood,

Rosana Whiteside,
Elizabeth Smith.

TWENTY-FIRST WARD.

MALE DEPARTMENT.

Samuel L. Perkins,
James R. Finch,
T. B. Sandford,

M. O. Fuller,
Ellen S. Seaman,
Julia V. Hall,

James R. Pettegrew,
Charles F. Hartman,
P. W. Minrath.

TWENTY-SECOND WARD.

MALE DEPARTMENT.

J. W. Boyce,
C. McGregor,
L. Kolb,
W. H. Aldis,

J. Galvan,
H. McGregor,
E. M. Dyke,
M. A. Conover,

S. E. Conover,
S. C. Wilson,
J. A. Treacy.

FEMALE DEPARTMENT.

M. M. Slater,
S. B. Haggart,
A. Flanagan,

L. Pangborn,
M. B. Hill,
L. J. Shannon,

A. Slater,
M. A. Smith.

COLORED EVENING SCHOOL.

HELD IN COLORED WARD SCHOOL No. 2.

Laurens street, near Broome, Eighth Ward.

MALE DEPARTMENT.

R. F. Wake,

I. J. Tuille,

E. Spencer,

FEMALE DEPARTMENT.

F. Tompkins,

S. Ennals,

M. M. DeGrasse.

SCHOOL No. 13.

Grammar School No. 13 is situated in Houston near Norfolk street, in the Seventeenth Ward.

The lot is 100 feet square, and the main building is 50x95 feet, with four wings 25 feet square, which give the edifice a frontage of 100 feet. The front is built of Philadelphia brick, and capped with brown stone. The general appearance of the building is that of plainness, reference having been had in its construction to durability rather than ornament.

There is a cellar under the whole building, except the two rear wings, which are used for water-closets.

The cellar and play-ground are inclosed with sash-doors, which are kept shut or open, according to the temperature of the weather.

The cellar is seven feet in the clear, the basement nine feet, and the three remaining stories fourteen feet each in the clear.

The windows are narrower than usual, but high in proportion, extending nearly from floor to ceiling in each story.

The stairs and platforms, both front and rear, are built of stone, and inclosed with brick, rendering them perfectly fire-proof.

The building is heated throughout with Mott's wood stoves.

The cost of the edifice, including the fitting up and furnishing, was about \$39,000.

Plan No. 1 represents the cellar, water-closets, &c.

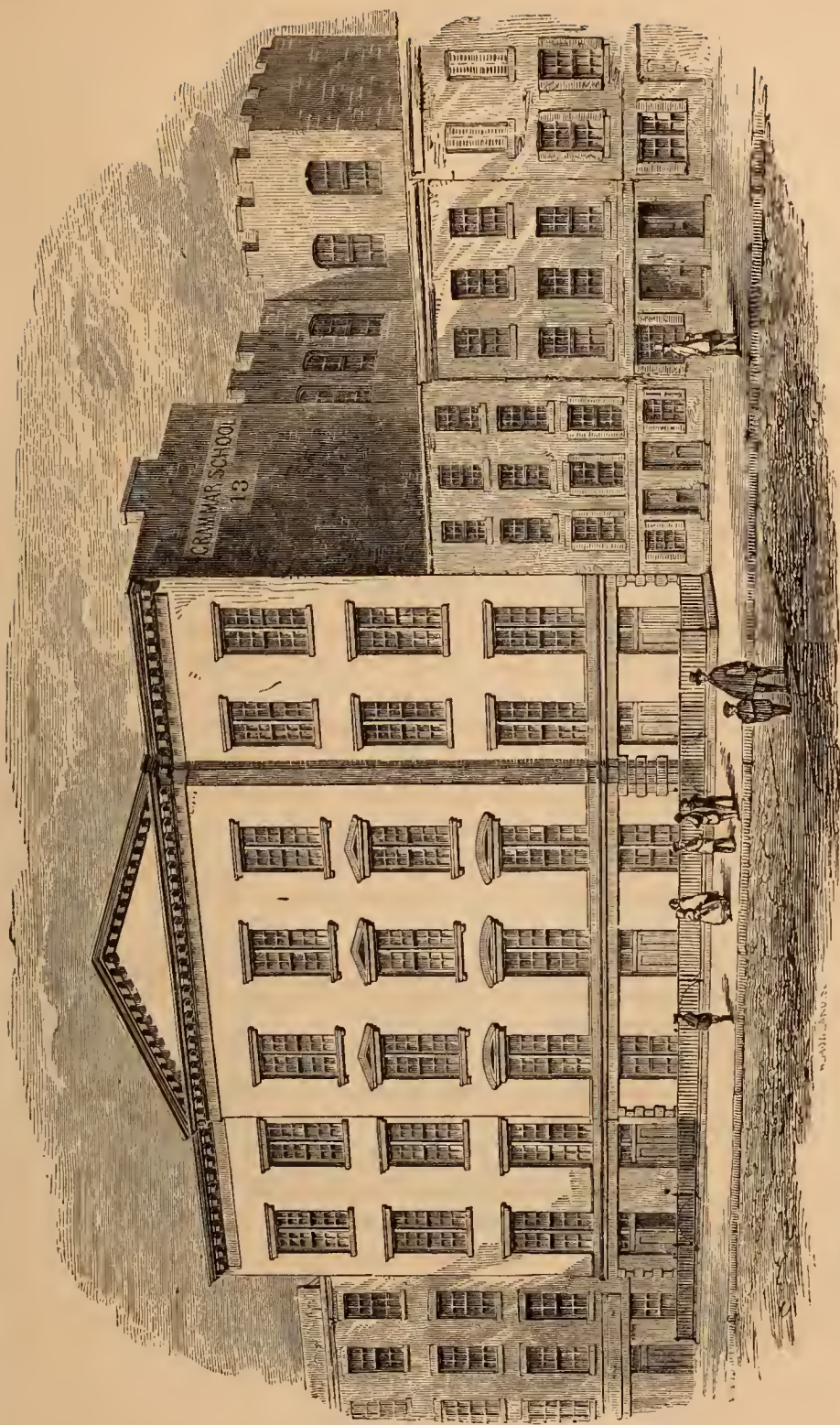
Plan No. 2 represents the play-ground, janitor's apartments, committee rooms, &c. &c.

Plan No. 3 represents the Primary Department.

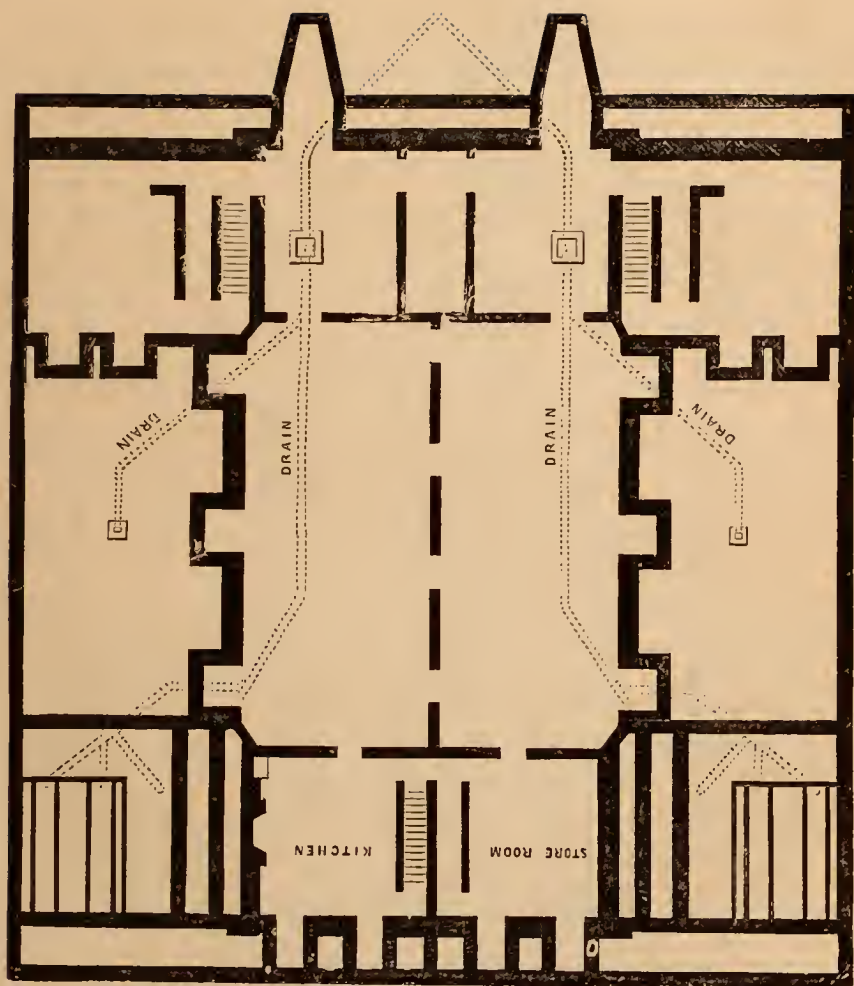
Plan No. 4 represents the Female Department.

Plan No. 5 represents the Male Department.

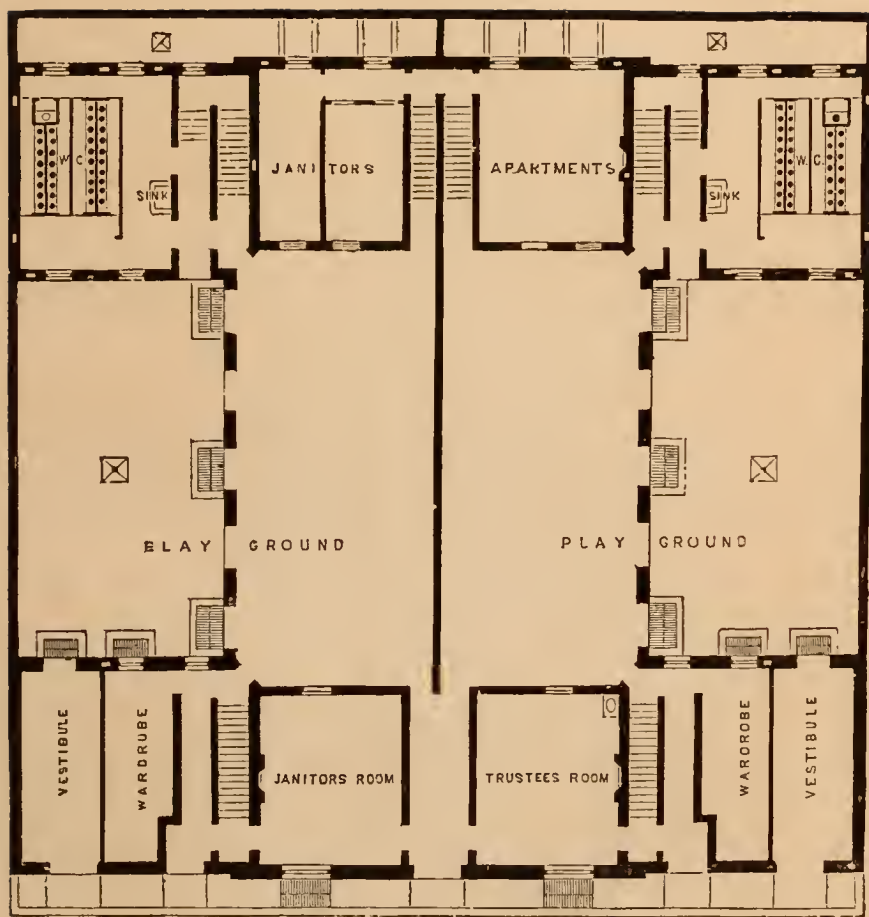
The size and situation of the class-rooms attached to the several departments will be understood by an examination of the accompanying plans.



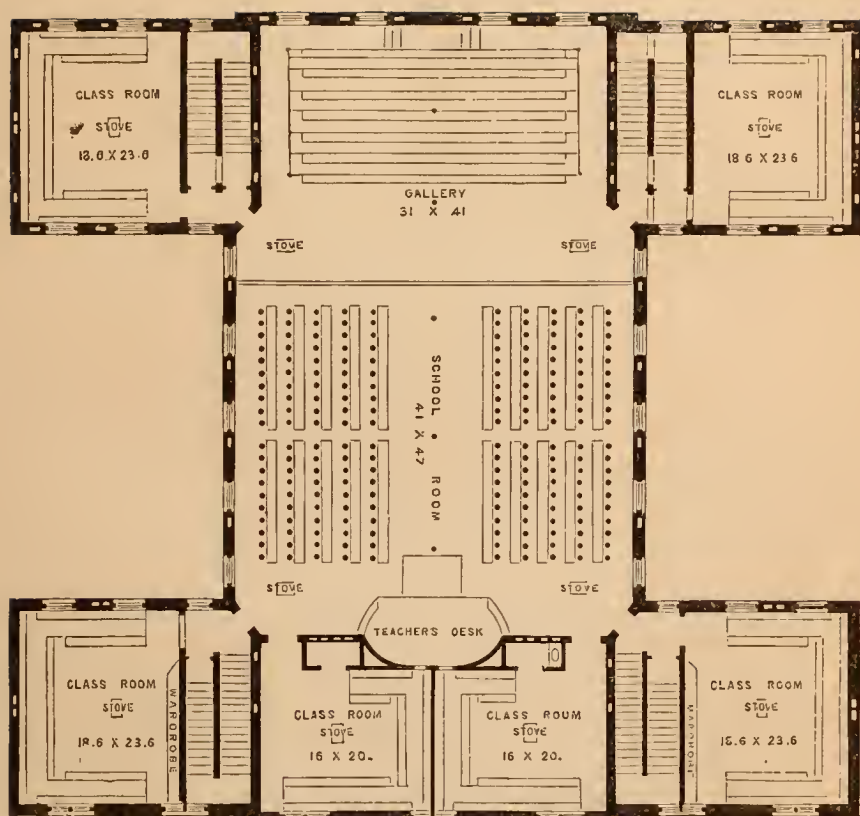
FRONT ELEVATION OF WARD SCHOOL No. 13, IN HOUSTON NEAR NORFOLK STREET, SEVENTEENTH WARD.



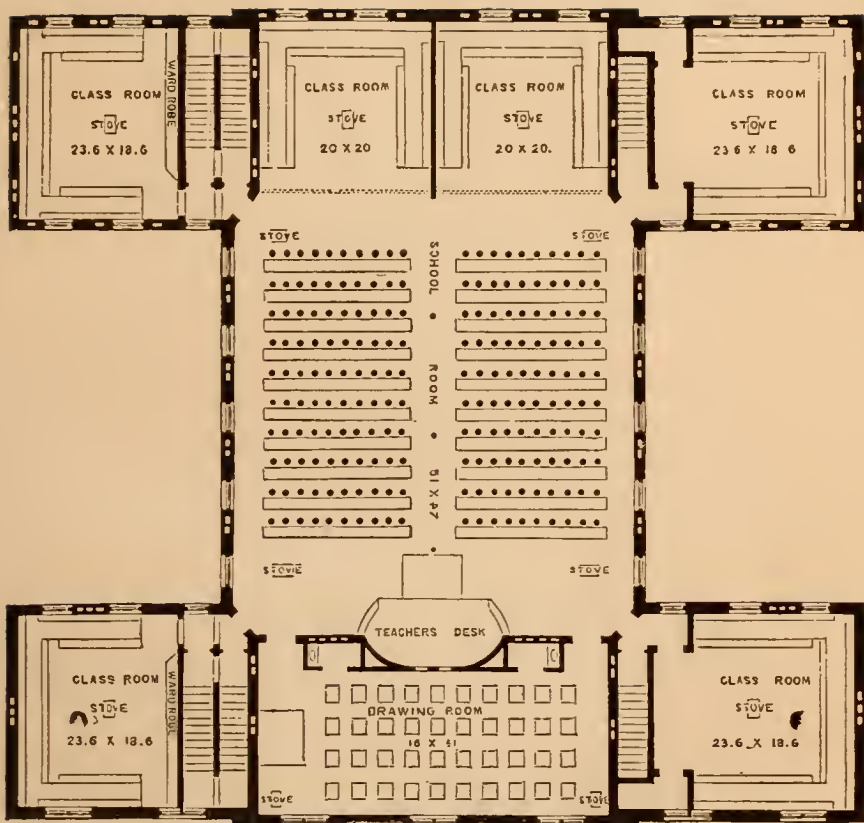
PLAN No. 1—CELLAR.



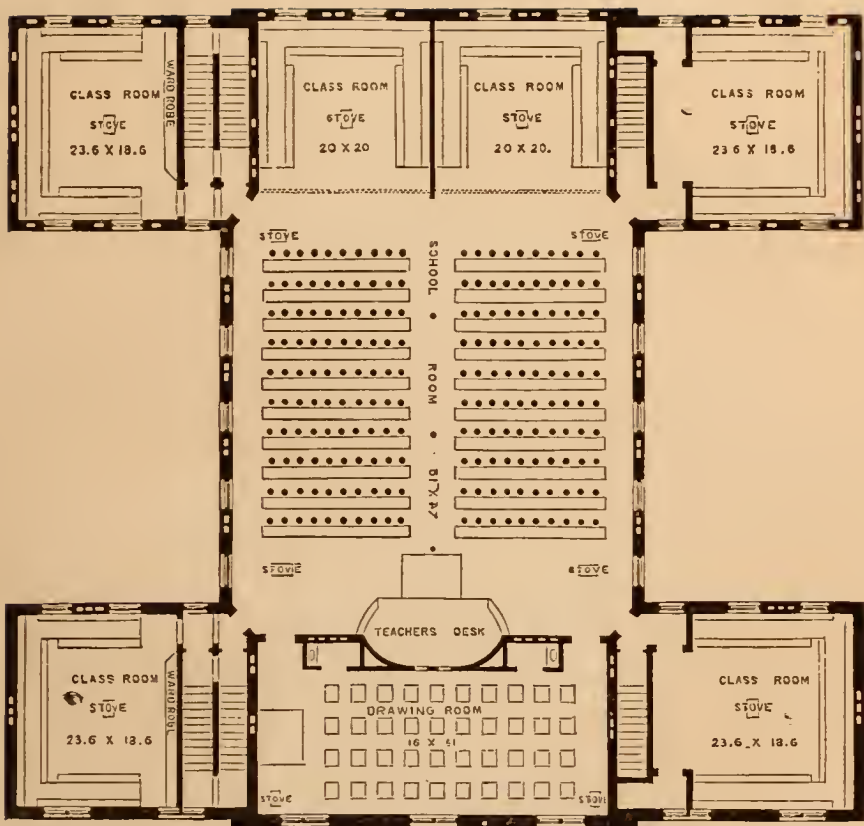
PLAN No. 2.—PLAYGROUNDS, JANITOR'S ROOMS, &c.



PLAN No. 3.—PRIMARY DEPARTMENT.



PLAN No. 4.—FEMALE DEPARTMENT.



PLAN No. 5.—MALE DEPARTMENT.

SCHOOL No. 20.

Grammar School No. 20 is located in Chrystie near Delancey street, in the Tenth Ward. The lot on which the building is situated is 100 feet square.

The main building is 50x97 feet, with four wings 25x28, and 25x33, which give it a frontage of 100 feet. The style of architecture of the front is Corinthian.

There is a cellar under four wings and front of the main building. The cellar is eight feet in the clear.

The basement story is ten feet in the clear, and the ceilings of the three remaining stories are fourteen feet in the clear.

The building is heated with Barrows' furnaces.

The rear stairs and platforms are constructed of stone, and inclosed with brick walls, thereby rendering the stairs fire-proof.

The whole cost of the building, including the furniture and fitting up, is about \$44,000.

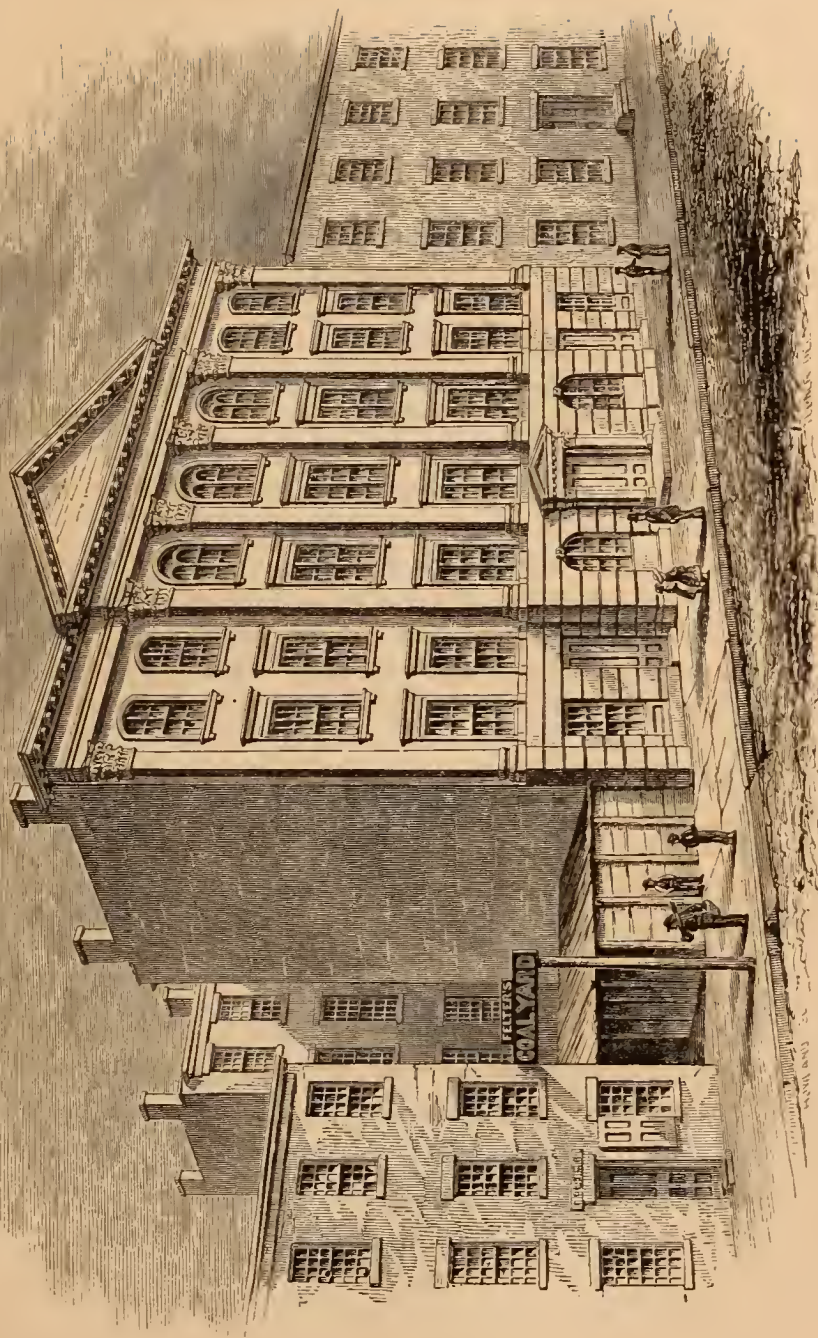
Plan 1 represents play-grounds, janitors' apartments, committee rooms, water-closets, &c.

Plan 2 represents the Primary Department.

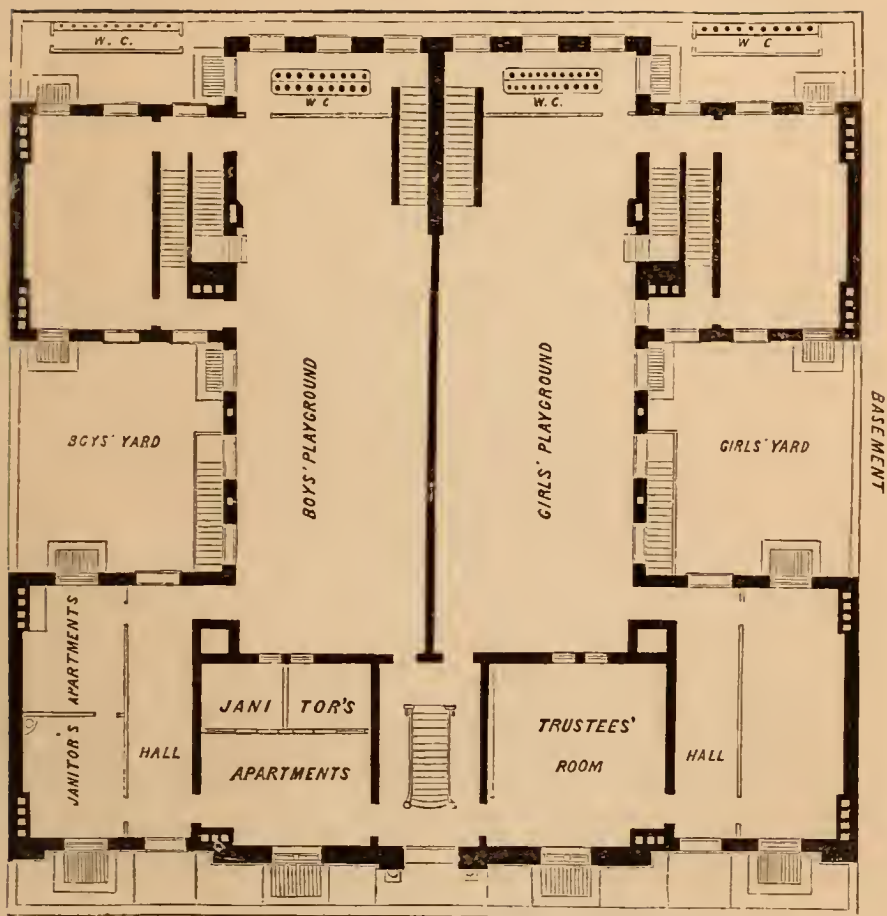
Plan 3 represents the Female Department.

Plan 4 represents the Male Department.

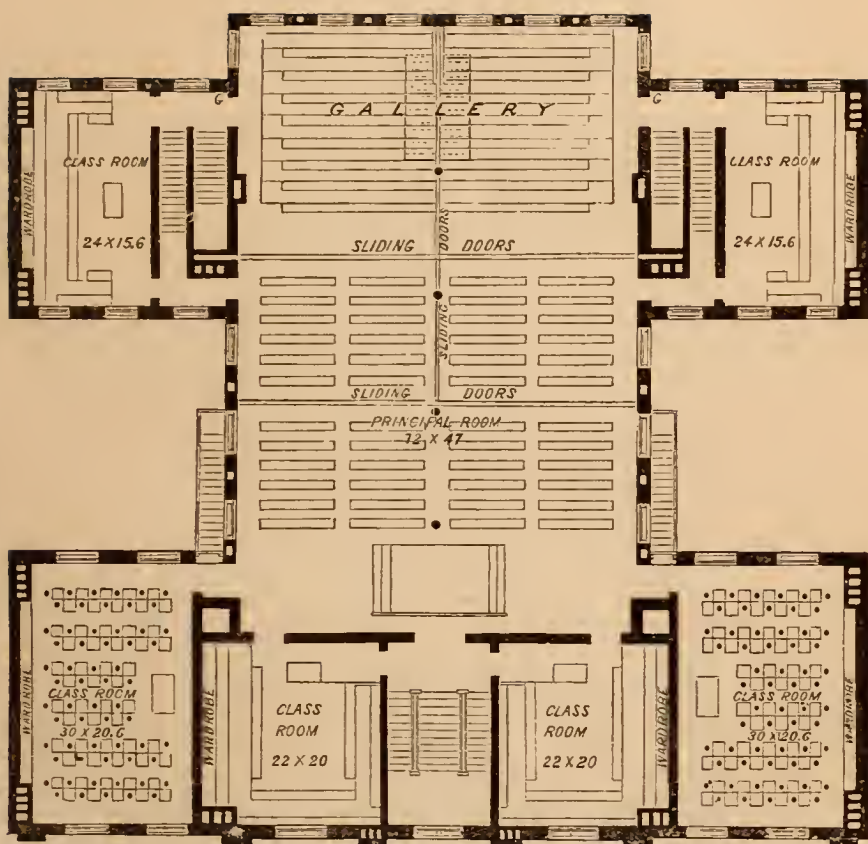
There are several class-rooms on each of the floors, the size and situation of which will be understood by examining the accompanying plans.



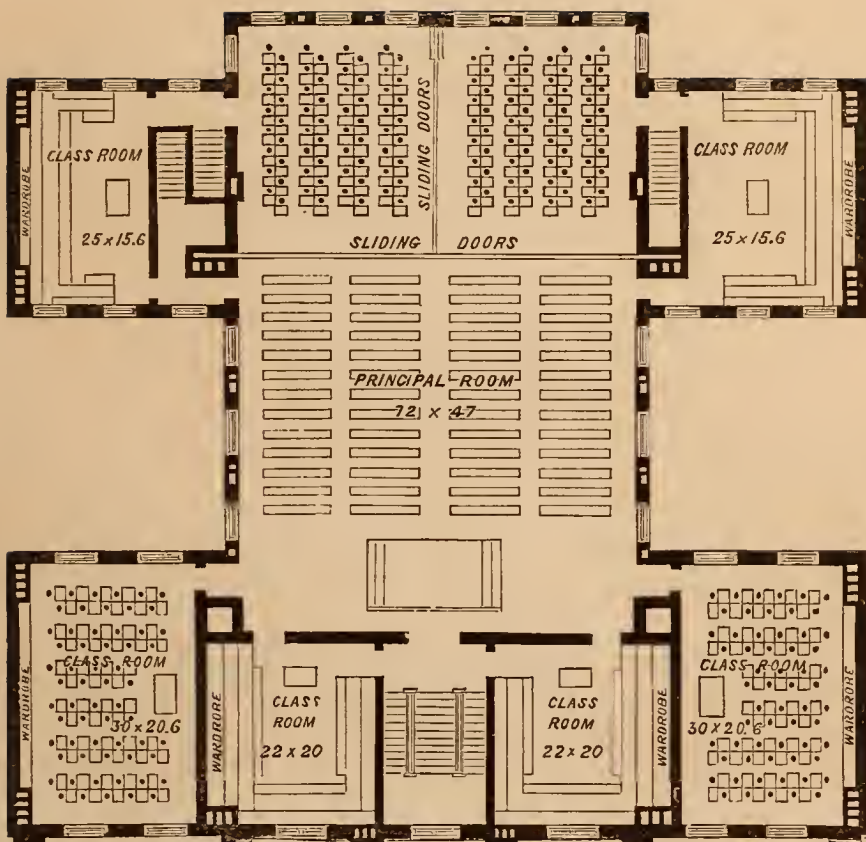
FRONT ELEVATION OF WARD SCHOOL-HOUSE No. 20, IN CHRYSTIE NEAR DELANCEY STREET, TENTH WARD.



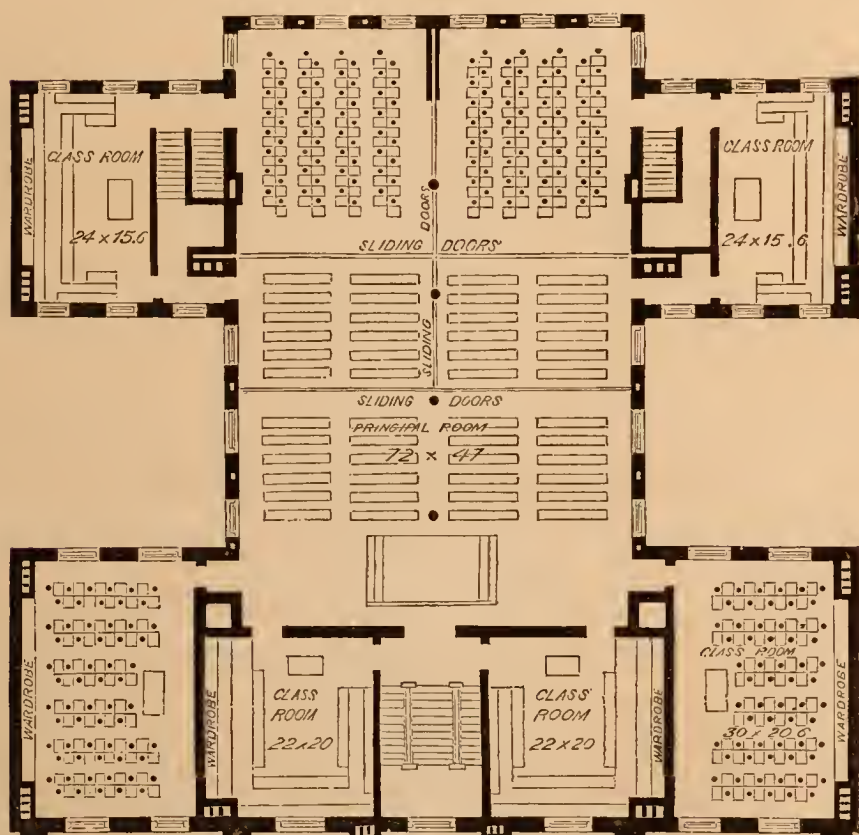
PLAN No. 1.—PLAYGROUNDS, JANITOR'S APARTMENTS, &c. &c.



PLAN No. 2.—PRIMARY DEPARTMENT.



PLAN No. 3.—FEMALE DEPARTMENT.



PLAN No. 4.—MALE DEPARTMENT.

APPENDIX.

REPORT OF THE CITY SUPERINTENDENT OF SCHOOLS.

REPORT ON NORMAL SCHOOLS.

REPORT ON EVENING SCHOOLS.

REPORT ON THE FREE ACADEMY.

R E P O R T

OF

THE CITY SUPERINTENDENT.

REPORT.

CITY SUPERINTENDENT'S OFFICE, }
New York, Dec. 31, 1856. }

To the Honorable the Board of Education :

The close of another official and political year, accompanied, as it is, by the withdrawal from the Board of a large proportion of its members, and the substitution of others in their places, affords an appropriate occasion for a review of the past and an exposition of the present condition and probable prospects for the future of our system of public instruction. That system, under various names and different organizations, has now been in active practical operation in our city for a period of nearly half a century, during which time it has been steadily progressing in the confidence and favor of the community, and in the successful accomplishment of the high objects for which it was designed. Originating in the enlightened benevolence and comprehensive views of a few public-spirited and philanthropic individuals, it soon attracted the regards and shared in the bounty of the legislative and municipal authorities, and became enabled to extend its influence from the narrow compass of a private charity to the broad scope of a public institution. Embracing within its beneficent sphere every child residing within the city who needed and desired its benefits, and relying for its pecuniary resources wholly upon funds contributed by the State and City Governments, its administration, nevertheless, continued for a long series of years, and down to a comparatively recent period, to be confided to its original founders and their corporate successors ; and under their auspices it attained to a

high degree of excellence and superiority. The rapid and unprecedented growth of the city, however, and the conflicting claims of different localities and interests, rendered it expedient to merge this organization into one, vested with more full and comprehensive powers for the attainment of the objects in view; and in 1853 the existing system was substituted in its place. Four years have since elapsed; and the wisdom and efficiency of the change have been amply vindicated by the advancement and prosperity of the important interests thus transferred from the Public School Society to the Board of Education and their associate officers in the respective wards. Fifty-two Ward Schools, comprehending 47 Grammar Schools for boys, 46 Grammar Schools for girls, and 44 Primary Departments, and 56 Primary Schools, have been established, in which have been instructed for a longer or shorter period during the past year 128,205 pupils, comprising an average daily attendance of 44,607, during a period of eleven months. In these Schools and Departments, twelve hundred teachers, one thousand of whom are females, have been steadily employed, at an aggregate compensation of about \$450,000.

Four Normal Schools for the education and proper preparation of teachers are in active operation; one weekly, for the instruction of female teachers in the several Ward and Primary Schools, with an aggregate attendance of upwards of 700; one semi-weekly for male teachers, with an attendance of about 60; one daily for young ladies preparing for the profession, numbering 250; and one for the instruction of colored teachers. Thirty Evening Schools have been open for a period of five months, in which 19,400 pupils of both sexes have been in attendance; and the Free Academy for boys has had under instruction in its several departments during the past year 700 pupils. Ten Corporate Schools, in different directions of the city and its suburbs, numbering in the aggregate 7000 pupils, have participated in the distribution of the public money, under special acts of the legislature. The whole amount of money expended in the administration and support of the entire system, during the past year, including the cost of the erection, repair, and alteration of the necessary buildings, furniture and fuel, and salaries of officers and teachers, is \$962,000, of which \$132,711 was contri-

buted from the State Common School Fund, and the residue raised by tax on the city. The actual cost of instruction, therefore, when distributed over the aggregate number of pupils in the several Ward, Primary, Normal, Evening, and Corporate Schools and the Free Academy, is less than \$7 per annum for each.

There can be little doubt that in respect to all the essential elements which go to make up a practical and efficient system of popular education and public instruction, the Ward and Primary Schools of the city of New York, with their appendages, the Evening Schools, the Normal Schools, and the Free Academy, are fully equal, if not superior, to any in the world. For this excellence, they are indebted, primarily, to the long-continued and persevering exertions of those public-spirited and enlightened men who first conceived the idea of bringing home the blessings of education to the children of the poor and destitute, and then expanded that idea, so as to embrace the children of all classes and conditions, at the common expense of all who were capable of contributing in any degree to so noble an object; but secondarily and chiefly to that constant and vigilant supervision by the members of the Public School Society and Board of Education, their agents and officers, and the Trustees and Inspectors of the several wards; to the permanent employment, at liberal salaries, of well-qualified teachers; and to the adoption and maintenance, in all the schools under their charge, of an uniform system of discipline, and of intellectual and moral instruction, admirably adapted to the judicious and harmonious development of the various faculties and capacities of the pupils. In all these respects, no other change seems desirable than such as the system itself is capable of evolving from its own materials—from the progress and advancement of science—from the improvements which experience, observation and mutual interchange of views among the teachers, school officers and friends of education, are constantly suggesting, and from the pressure of a liberal and enlightened public sentiment, which cannot fail to appreciate the absolute necessity and paramount importance of a generous and universal education. The external details of the system—its machinery and organization—may, perhaps, admit of considerable modification and im-

provement; and it may be, and doubtless is, desirable to eliminate from it all those elements which connect it, in any way, with the political contests of the day; to concentrate and simplify its operations, and to dispense with every agency not directly adapted to the production of definite and valuable results. These alterations, however, need not, and probably would not, affect the internal machinery of the schools, which, under the beneficial impulse already given to their operations, may be relied upon to do their proper work, whatever form may be given to the external organization of the system.

CONDITION OF THE SCHOOLS.

During the past year, all the Schools under the charge of the Board have been visited, and the several departments and classes thoroughly examined in all the branches of study pursued in each. In these visitations and examinations, the Superintendents have generally been accompanied by the School Officers of the respective wards, and by a large and gratifying attendance of the parents and friends of the pupils. With very few exceptions, the course of instruction prescribed by the Board has been faithfully and efficiently carried out by the Principals and Teachers of the several departments and schools, and the tuition given has been thorough and practical. So far, also, as I have been able to ascertain and observe, the government, order and discipline of the schools have been unexceptionable and praiseworthy. Both the interior and exterior arrangements of the buildings and school-rooms, with the exception of those located, temporarily it is to be hoped, in the basements of church edifices, are generally comfortable and convenient, and well adapted to the purposes for which they are designed. Considerable progress has been made during the year in the very desirable work of transferring the Primary Departments from the basements to the first floor of the Ward Schools, in erecting an additional story for the accommodation of the upper departments, and in increasing the number and improving the furniture of the class-rooms. Many of the old school buildings have been entirely remodeled, enlarged and improved in this way,

and arrangements are in progress for the erection of new and additional edifices in the localities where the demand for increased school accommodation is greatest.

One great and distinguishing excellence of our Public School system consists in the combination, which it unquestionably realizes, of a sound and thorough intellectual and moral culture with the most agreeable and pleasurable occupation of the time devoted to these objects. Education, so far from assuming the form, too common in the history of the past, and still too prevalent in the experience of the present, of a stern and repulsive task, has, with us, been converted into a high and rational source of enjoyment and happiness. Our numerous school edifices are, both externally and internally, with few and rapidly decreasing exceptions, spacious, commodious, tasteful and pleasant—furnished with every convenience requisite to the comfortable accommodation of all—and presenting every inducement to the most careful and considerate parent to place his children within their walls. The order and discipline of the schools, in all their departments and classes, are such as cannot but commend themselves to the admiration and approval of all. From two and four hundred children in the Primary and Grammar Schools, to eight hundred and a thousand in the Primary Departments, are each morning assembled quietly and systematically, without noise, confusion or disorder. Amid the profoundest stillness and attention, a select portion of the Christian Scriptures is read by the Principal; the Lord's Prayer is then reverently repeated by the children in concert, at the close of which, and at the touch of the teachers' bell, their little voices break out into the beautiful music of their devotional and other songs, and then each class passes to its own room, under the charge of its instructor, to enter upon the various studies of the day. At the end of each hour, they are again assembled for a temporary recess, made delightful by vocal and instrumental music, and alternated with relaxation and exercise in the play-ground; and at the end of the school-day are dismissed with substantially the same formalities as solemnized its opening. Thus pleasantly and happily the hours pass away in an atmosphere of love, kindness and improvement; and the acquisition of knowledge is accompanied by the forma-

tion of habits of order, industry, punctuality, neatness, and mutual affection and regard. The school-room and its associations are rendered attractive and desirable to all—most attractive and desirable to those who stand most in need of their elevating and refining influences, and who, but for this beneficent agency, might never have known the blessings of a well-ordered and happy home, or participated in the inestimable advantages of a Christian education. At frequent intervals, these schools are thrown open to the visitation and inspection of the public; and on such occasions, the happy and animated countenances of the children, as their studies are reviewed, their compositions and declamations heard, their music and songs listened to, and their needle-work, embroidery, penmanship and drawing inspected by deeply interested and admiring crowds of visitors, sufficiently indicate the happiness which diffuses itself over this important portion of their young lives. Those only who have been familiar with the dreary and repulsive walls, the cheerless and desolate aspect, and the wearisome and monotonous routine of the schools of the olden time—who have witnessed and sympathized with the protracted sufferings of the hapless little ones condemned to pass hours, days and months of ill-concealed torture on the miserable apologies for benches without backs, and in rooms open to the rudest assaults of the wind and the tempest—who have listened to their shrieks as they were subjected to the brutal and unfeeling castigations of morose, ill-tempered and cruel pedagogues—and mourned over the time wasted, and worse than wasted, in these “relics of barbarism” by ignorant, incompetent and vicious teachers—can adequately realize the important change which has been effected in these respects within the past few years, or fully appreciate the superiority and efficiency of our own system of instruction.

PRIMARY SCHOOLS AND DEPARTMENTS.

This portion of our system, as it constitutes the foundation of the entire superstructure of public instruction, is by far the most important, and should be most efficiently cared for. Here the work of school education begins; and precisely in proportion

as it is faithfully conducted here, will its future results prove permanently valuable and useful.

In the Primary Departments of the fifty Ward Schools of the city, there have been under instruction for a longer or shorter period during the past year 50,000 pupils, chiefly between the ages of four and ten years, with an average attendance of about 15,000; and in the fifty-eight Primary Schools, occupying separate and distinct buildings, the number of such pupils on register is about 23,000, and the average attendance 7,500.

I am decidedly of opinion that the prosperity and advancement of this large class of our public schools would be greatly promoted by an increase in the number of separate Primary Schools, and a corresponding diminution in the number of pupils now gathered into the Primary Departments of the Ward Schools.

In several of the latter, from eight hundred to one thousand children are daily under instruction, with similar accommodation and occupying only an equal amount of room to that capable of conveniently and comfortably accommodating a number not exceeding one-half in the upper departments respectively. This discrepancy ought not to be permitted to exist. Children of a tender age ought not, as is now too generally the case in these departments, to be crowded together in small and ill-ventilated apartments, with uncomfortable seats, and scarcely any facilities for changing their position, or exercising their muscles for hours together. In the Primary Schools, none of these disadvantages are experienced; and, as a consequence, it is found that a much greater progress is made in the work of instruction during an equal period of time.

It is impossible for a teacher, however well qualified, to do full justice to a class of seventy, eighty, or a hundred pupils, just entering upon their career of instruction, thus densely packed together, and in close proximity to other classes suffering under the same disadvantages; and accordingly the instances are by no means unfrequent where children thus situated are compelled to remain in the rudimentary classes without making any perceptible progress for ten or twelve months, or even a longer period.

Would it not be better to provide additional and suitable accommodations for the younger pupils of these departments, in separate buildings, and thereby relieve them from the injudicious and unwholesome pressure which now exists, and which seriously retards their progress and impairs their usefulness? The erection in each ward of an additional Primary School, suitably located, and of sufficient dimensions comfortably to accommodate from three to five hundred pupils, would enable the School Officers to transfer the two or three lowest classes of the Primary Departments to these schools, and at the same time to afford the necessary facilities of elementary instruction to hundreds now unable to obtain admission to these institutions, for want of room.

By the adoption of such an arrangement, the course of instruction in the Primary Departments might also be essentially advanced, with decidedly beneficial results to the upper departments, and to the whole system. From the necessity of the case, promotions are not unfrequently prematurely made from the lower or infant classes in the Primary Departments, to the higher; and the time which should be devoted to those branches of study appropriate to the classes to which the pupils are thus transferred, is to a very considerable extent required in perfecting them in the elements which should have been thoroughly mastered in the previous stages. The recent examinations of the lowest classes in the upper departments have demonstrated the injurious effects of this system to a very great extent,—showing that a large proportion of the time of the teachers has been required in bringing up the course of instruction in these classes to the point where the Primary Departments and schools should have advanced it, but which they were prevented from doing by the insuperable obstacles thus thrown in their path. I respectfully solicit the early attention of the Board to this subject, deeming it of fundamental importance to the efficient working of our entire course of instruction.

GRAMMAR SCHOOLS.

These institutions are designed to take up the education of the pupils of our public schools, where the Primary Departments and the Primary Schools leave it, and to carry it on, with the boys, up to the point of qualification for admission into the Free Academy, and with the girls, through the ordinary stages of a good English education. In some few of these Departments, Latin, French and other of the higher branches are taught; but generally the course of studies prescribed by the Board is adhered to as far as practicable. From the operation of the causes alluded to, under the preceding head, it has been found exceedingly difficult in most of these departments to carry the classes through the whole of this course. And while the greater proportion of the time of the teachers is necessarily occupied in bringing up the pupils in Geography and Arithmetic, to the standard prescribed for the Primary Departments and Schools, and in carrying them forward in History, Grammar, Astronomy and Algebra, the elementary principles of Natural Philosophy, Chemistry, Physiology and Book-keeping, are far too generally either wholly passed over, or very cursorily and imperfectly taught. This defect can be remedied only by such an expansion of the Primaries as will enable them not only fully to complete the course now prescribed for them by the Board, but to extend that course so far at least as to embrace the whole of geography, and most of the practical rules of arithmetic. The number of separate and distinct studies, now simultaneously carried on by the pupils of the upper departments, is believed to be too great for practical utility or thorough advancement. In nearly all the schools, daily recitations are required in English grammar, including parsing, geography, arithmetic, history, astronomy and algebra, in addition to reading, writing and drawing; and in several of the most advanced departments, there are superadded to these natural philosophy, chemistry, physiology, geometry, book-keeping, Latin and French. All these branches are, indeed, very proper, and most of them absolutely necessary to be taught; but the entire course of instruction might be so arranged as to give to each its fair share of time, without overburdening the mind, and over-

tasking the energies of the pupil. Every moment of the time spent in school being thus necessarily devoted to hearing the different recitations, at least an equal amount of time must be given out of school hours to their preparation; and thus, from ten to twelve hours of each day is required for the proper advancement of the pupils. A more equitable distribution of these various branches of study over the whole course, both in the Primary and upper departments, would, it is conceived, essentially advance the interests of education and afford ample time for all the necessary studies of the course, without trespassing to an unreasonable extent upon that portion of the time of the pupils which should be devoted to necessary exercise and recreation.

The general order, discipline and arrangements of these schools, as well as of the primary schools and departments, cannot be too highly commended. The teachers of every grade are, with very rare exceptions, well qualified, faithful and efficient; and the results of the recent examinations, and of those which have preceded them, have demonstrated fully the practical value and thoroughness of the instructions communicated. The frequent recurrence of public reviews and miscellaneous exercises in music, declamation, composition, &c., exerts, unquestionably, a highly beneficial influence upon both teachers and pupils, while affording an excellent opportunity for parents and others interested in the schools, to test their scholarship and capacities, their modes of instruction and discipline.

I transmit herewith the annual reports of Assistant-Superintendents KIDDLE and SETON, of the operation and condition of the respective departments assigned to their charge. The information communicated by them will be found valuable and important; and I respectfully commend their views and recommendations to the early attention and consideration of the Board.

OBJECTS, MEANS AND ENDS OF EDUCATION.

In all our efforts to improve and perfect our systems of Public Instruction, it is of paramount importance clearly to understand and constantly to keep in view the objects, aims and ends of Education. These are manifold and various—comprehending not only the happiness and well-being of individuals, but of communities, states and nations—not only the interests of the present but of the future—not only the destinies of time, but of eternity.

Education is the formation of character, in all its aspects, in all the possibilities of its development and expansion here and hereafter. It is the cultivation, training and discipline of every faculty of the intellect, and every affection and disposition of the moral and religious nature, for the attainment and the fulfilment of the great purposes for which existence was conferred.

That culture which regards exclusively or primarily the mere attainment of knowledge, to whatsoever extent it may be carried, or to whatsoever degree of advancement it may be enabled to arrive, cannot be otherwise than essentially and fatally defective. And yet it is not to be denied that hitherto the course of instruction in all our systems of Popular Education, public and private, has far too generally assumed this direction. Hence, while the boundaries of science have been almost indefinitely extended in every direction, and while knowledge has been almost universally diffused throughout every civilized community, no corresponding advancement has been made in public and private morality and virtue. On the other hand, we are assured, upon the most unquestionable authority, and there is unfortunately but little room to doubt the fact, that the increase of vice and crime, and the prevalence of dishonesty and of open and secret fraud and corruption, have been more than proportionate to the increase of population and the advancement of our modern civilization. In a community like our own, where the great mass of the population have enjoyed the advantage of early and continued education during the period ordinarily allotted to instruction—where, too, such instruction is entirely free to all, and nearly universal in fact—where the various sciences and the arts, especially those which

have any relation to the pursuits and wants of practical life, have been carried to the highest attainable excellence—it might reasonably be expected that the criminal calendar, instead of annually increasing, should rapidly and steadily be diminished—that a high standard, both of public and private morality, should prevail, and that the upright, the virtuous and the good should be effectually secured against the depredations of the vicious, and the burden of their maintenance and support. If this result has not been attained, or is not likely to be attained—if the generous and ample expenditures which have been and continue to be lavished upon the education of the youth of our land, produce no perceptible amelioration in the tone of public or private morals, and diminish in no perceptible ratio the expenses of repressing and punishing crime, or of supporting the worthless and the dissolute—the inference would seem to be a legitimate one, either that the influence of education for the improvement and elevation of humanity has been overrated, or that it has hitherto failed, in a most important and essential respect, in availing itself of the proper means for the accomplishment of its object. Such a conclusion, however, would be premature and fallacious—unwarranted by the real facts of the case, and unsupported by any substantial foundation in sound reasoning or argument from those facts. The importance of a general and universal diffusion of useful knowledge among the citizens of a free state has not been and cannot be overrated. Its necessary and inevitable tendency is, and must be, under all and any circumstances, to augment in a steadily increasing ratio, all those elements of individual and social prosperity and advancement, which in the aggregate constitute national greatness. Nor is it, to any considerable extent or degree, from the educated portion of the population of any country, that the ranks of vice, crime and mendicancy are recruited. Seldom, indeed, is the public mind startled with the annunciation of the arrest, trial and conviction of an intelligent and well-educated criminal; and still more rare is it to find such an individual dependent upon public charity for maintenance and support. The most scrutinizing and careful examination of the records of our criminal courts, prisons, penitentiaries and alms-houses will be found to establish the fact that

at least ninety out of every hundred on their calendars, and probably a much larger proportion of the whole number for any given series of years, have never, or but very imperfectly, availed themselves of the facilities for education which are afforded by our Common Schools, defective and incomplete in many respects as have been and still are these elementary institutions of learning. Not one in two hundred of these convicts, nor one in two thousand of the inmates of our alms-houses, can make the slightest pretensions to what may be termed a good education, or a complete and thorough course of instruction. While, therefore, it may be true that the progress of crime and pauperism has increased in a fearful and alarming ratio to the increase of population and the progress of civilization among us, it is also clearly demonstrable that this increase is due almost exclusively to the failure to bring within the pale of our educational systems that large class of our population who stand most in need of its elevating and reforming influences. It is not because education, in the true sense of the term, is universally diffused, but because practically, and in point of fact, it is *not*: because thousands and tens of thousands of those for whose intellectual and moral culture abundant facilities have been provided, have refused or omitted to avail themselves of those facilities.

Still, it is not to be denied that our institutions of instruction, public and private, our Common Schools, Academies, Colleges and Universities, are not doing what they might and should, for the education of those committed to their charge. Much, very much, has, indeed, been accomplished through their agency, in extending the boundaries of useful and practical knowledge, and instilling into the minds of the youth of our land those principles and imbuing them with those habits which, rightly improved and steadily adhered to, will seldom fail to guard them effectually against the numerous snares and pitfalls which await them on every hand in the journey of life. That they have not done more—that education itself has not assumed the form and occupied the position of the first and highest of the sciences, and the noblest and most important of the arts—that it has not been made to comprehend not only the entire circle of practical and attainable knowledge, but to con-

fer in all its amplitude and to its fullest extent, the power of self-culture, self-control, and self-advancement—that it has not taken cognizance of all the various faculties of our being, and given full and complete and harmonious development to each in accordance with the great purposes of existence here and hereafter—that these principles and views have not more generally been recognized and acted upon, may readily be accounted for, though not fully justified, when we consider the numerous disadvantages and obstacles with which even our best institutions of learning are forced to contend. The want of an adequate and independent support, of an intimate connection and relation with other similar institutions and with those of a different grade,—the too rigid and inflexible adherence to modes of instruction and systems of intellectual and moral discipline which the advancement of science and the progress of modern civilization have rendered inapplicable to the existing state of things;—these, combined with the restless and uncontrollable desire of the ardent and ambitious student to plunge at the earliest possible period into the pursuits and to grasp the prizes of active life, have exerted a powerful influence in restricting and circumscribing the legitimate domain of education.

Without entering at this time upon the discussion of the question whether a public or private education is most conducive to the future welfare of the pupil, it is unquestionably both the interest and the duty of every community to provide, at the public expense, every possible facility for the complete and thorough education of the young, and to take the most effectual measures to bring within the scope of the means thus furnished every child not otherwise suitably provided for in this respect. Both the public welfare and the safety and security of individuals, imperatively demand that none of the members of the community should be permitted to grow up in ignorance, with its almost invariable attendants, vice, destitution and crime. It is not enough that the doors of our noble and liberally distributed temples of knowledge are thrown freely and invitingly open to every child—it is not enough that the amplest and most lavish means are annually appropriated for the extension and diffusion of our system of public instruction—while at the same

time we are compelled to contribute still more liberally to the repression, the detection and punishment of crime, and the support of vagabondism and mendicity. We have it in our power to *prevent* these evils, to a very great extent, by cutting off their source—by requiring, at the hands of parents, guardians or employers of youth, that the children confided to their care shall, in some way, be properly and adequately instructed, and at all events, that they shall not, under any pretence, be allowed to remain in utter and hopeless ignorance, exposed to the nefarious designs of the profligate and unprincipled, and the numerous temptations incident to poverty and want. The community has the right, and it is its duty to require that the liberal and munificent outlay which it invests in the education of its citizens shall not be virtually counteracted or rendered unavailing to the accomplishment of the purposes for which it is designed, by the culpable and criminal neglect of a large portion of its members, to avail themselves of the facilities thus placed at their disposal. It has a right, and it is its duty, to insist that for every dollar contributed towards the education of the people, at least an equal amount shall be deducted from the annual assessment for the maintenance and punishment of criminals and the support of vagabonds and paupers; and this result it can secure only by gathering into the institutions of learning provided for that purpose *all* those of a suitable age for whose mental and moral culture no other adequate provision has been made.

This course is not only dictated by considerations of interest and of policy, so far as the public are concerned, but it commends itself to our adoption as eminently in accordance with the principles of an enlightened Christian philanthropy. The full extent of the wretchedness, destitution, ignorance and crime which has been permitted to accumulate in this metropolis from this single source cannot, of course, in the absence of the requisite statistical details, be accurately stated; but from information derived from the most reliable sources, there can exist no reasonable doubt that at the very least fifty thousand children are utterly unprovided with the means of education, and surrounded by influences most unfavorable to honesty and morality. Many thousands of these children are virtually homeless, house-

less, suffering and wretched outcasts of humanity—unacquainted with the rudiments of knowledge—associating only with the vile, the unprincipled and the vicious—familiar only with misery, violence, cruelty, hunger and pain—and taught and forced to regard all around them as their natural enemies, of whom every possible advantage is to be taken. They wage an incessant war upon the community, and by their numbers, their precocity in vice, their pressing necessities, and the utter recklessness of their characters, speedily render themselves formidable recruits in the ranks of crime. After a longer or shorter career of successful depredation, they become the inmates of our prisons, penitentiaries and alms-houses, and drag out a miserable and infamous existence, unenlightened by a single spark of intellect and unaccompanied by a solitary gleam of Christian virtue or rational happiness. How different would be the result if these neglected children of vice and destitution were earnestly, systematically and diligently sought out, taken by the hand, their wants supplied, their education, intellectual and moral cared for, and their associations with infamy and degradation cut off at their source! And how worthy of a Christian community like our own, through its appropriate municipal organs, and at the common charge of all its members, thus to gather within the fold of its comprehensive benevolence, these miserable waifs and strays of humanity—thus effectually and permanently to reclaim them from the very depths of ignorance and wretchedness, train them to habits of usefulness, imbue them with principles of goodness and virtue, and confer upon them all the requisite means and instrumentalities of future well-being, honor and happiness! There, on the one hand, are the thousands and tens of thousands of ignorant, suffering, degraded, vicious and homeless children—destined, inevitably, in a few years to become the active scourges, the irreclaimable pests, and the heavy burden of the community; and here, on the other, are our stately, noble, commodious and comfortable Free Public Schools, provided, prepared and furnished at the public expense, open and ready for the reception of all, of every grade and every rank. Why not, then, in the true spirit of an active and enlightened Christian beneficence, “go out into the highways and hedges,” the

by-ways and purlieus, the lowest haunts of poverty and infamy and vice, and if necessary, "compel them to come in"—not by force, not by pains and penalties, but by the stronger cords of persevering, systematic, well-directed kindness and sympathy, put forth not alone by individuals and associations and charitable organizations, but by the entire community in its corporate capacity, for its own benefit, equally with theirs?

The liberal and generous policy of the State, therefore, in establishing and munificently supporting schools in every locality, however restricted or obscure, where children are to be found to avail themselves of their advantages, and in opening these schools freely and without charge to all who may desire to attend upon their instructions, has abundantly vindicated itself by the practical results which have followed its adoption, even though it may not have accomplished all which its advocates expected or desired, or secured all the advantages of which it is fairly susceptible. It has conferred the priceless blessings of education, to a greater or less extent, upon millions of those who are now or are hereafter to become citizens of the Republic, and among those who have enjoyed and faithfully improved these blessings, ninety-nine out of every hundred have been and promise to become useful, intelligent and upright members of society,—the guardians and supporters of morality and order, the advancers of civilization and the dispensers of knowledge and virtue. That ignorance and immorality, vice and crime, destitution and misery still so extensively prevail, keeping pace with the advancement of our population and the progress of knowledge, and that education does not fully realize all the beneficial results which may reasonably be expected from its general diffusion, may, it is believed, satisfactorily be accounted for:—

First.—By the fact, that there are still permitted to remain and to grow up to maturity in our midst, a vast number of children and youth wholly destitute of instruction, or of moral and religious culture; and that the character, condition and influence of this portion of our population are necessarily productive of the most disastrous and injurious results—rendering comparatively inefficacious, so far, at least, as the public burdens are concerned, the immense outlay annually expended for the entire education of the youth of the State.

Second.—By the fact, that a large proportion of those who are brought to some extent within the influences of our public and private schools, are not permitted to avail themselves of their course of instruction and mental and moral discipline, for a sufficient length of time to enable them to derive any permanent and substantial advantage.

Third.—By the fact, that in a large class of cases the education and discipline of these institutions, however excellent and valuable they may be in themselves, are counteracted and neutralized by opposing influences at home and amid the scenes and associations of every-day life ; and,

Fourth.—By the fact, that this education and discipline, even under the most favorable auspices, and when it embraces the whole period of youth, is frequently and to a great extent defective—

1. In not being sufficiently *comprehensive*, failing to embrace in its culture the whole nature of the child, physical, intellectual, moral and religious, and omitting or neglecting that assiduous, careful and conscientious training and discipline of the affections and passions upon which so essential a part of the future character is destined inevitably to depend.

2. In not being sufficiently *practical*, expending a disproportionate share of its energies in the accomplishment of results, which, however valuable they may be in a purely scientific point of view, or however useful and even indispensable under special and peculiar circumstances, are of little practical value in the ordinary pursuits of life ; and under the actual circumstances and condition, and with reference to the probable future wants of the pupil.

3. In not providing adequate means and facilities for the complete preparation and training of teachers of the highest grade of character and qualifications, and in failing to offer sufficient pecuniary inducements, to secure permanently the services of such a class of teachers.

4. In the absence of a regular and systematic gradation of schools from the lowest to the highest rank, so arranged as to carry forward the pupil from the simplest elementary branches of instruction, through all the sciences necessary to his advancement and success in the particular trade, profession or calling which he may design to adopt, and to furnish him with that general information, and those general qualifications for usefulness and intellectual and moral advancement, which will enable him to command success in any avocation which the contingencies of life may render practicable or desirable.

In previous reports and communications from this Department, I have endeavored to call the attention of the Board of Education specifically to each of these points, and to several others pertaining to the organization and advancement of our system of public instruction, with such arguments, illustrations and suggestions as presented themselves to my own mind ; and in the discharge of the official duty devolving upon me on the present occasion, beg leave respectfully to refer to those documents, and to present a brief abstract of such of those suggestions and recommendations as still appear to me important for the future consideration and action of the Board, together with such others as are deemed pertinent and appropriate.

I. An accurate and reliable enumeration of all the children between the ages of four and sixteen years, residing in the city, specifying the number in attendance during the preceding year in any of our public schools or other seminaries of learning ; and the length of time they have so attended, the number receiving private instruction, and the number not in attendance upon any school or receiving any instruction, with the reasons therefor.

II. The appointment, by the Board, of one or more special officers or agents, whose duty it shall be to cause such enumeration to be taken in the least expensive and most efficient manner, to report the results, and to take such measures as may be deemed expedient, under the direction of the Board, to secure the regular and punctual attendance upon our public

schools, during as long a period as may be practicable, of all such children as may be destitute of instruction.

III. The extension of our Evening Schools, so as conveniently to accommodate all of every age who may desire to avail themselves of their benefits, and whose pursuits and avocations are such as to preclude their attendance upon the Day Schools, and the adoption of a practical and systematic course of instruction in such school, by lectures or otherwise, so arranged as to meet the immediate as well as prospective wants of all who may resort to them for intellectual and scientific improvement.

IV. The introduction into the several Normal Schools of a thorough and comprehensive course of instruction in the art and science of teaching, with the aid, if necessary, of one or more model or experimental schools; and the establishment, in such Normal Schools, of suitable professorships of the various sciences requisite for the complete preparation of teachers of the several departments of our public schools.

V. The establishment and effective organization of a Female High School or Academy, for the education and instruction, in all the higher branches of learning, of such of the young ladies of the city as shall have completed the course of study prescribed in the Female Grammar Schools, and are desirous of such additional instruction.

VI. The transfer, at as early a period as may be possible, of such of our Primary Schools and Primary Departments as occupy damp, unwholesome and ill-ventilated apartments in the basements of churches or other buildings, to more convenient and suitable rooms.

VII. The restriction of the number of hours each day to be devoted to the ordinary duties of instruction, including the customary recess, to five, commencing in the spring and summer months at 8 A. M., and terminating at 1 P. M., and in the fall and winter months, commencing at 9 A. M., and terminating at 2 P. M.

VIII. Such a revision of the course of instruction in the several Female Departments of the Ward Schools as shall require less of the higher and more abstruse mathematical sciences, and more of those pertaining to English and American literature, in its various branches, natural history and philosophy, chemistry, book-keeping, physiology and botany.

IX. A more liberal infusion into the Male Departments of the several Ward Schools of the natural sciences in their various practical applications to the business of ordinary life, and of the elementary principles of rhetoric and belles-lettres.

X. The purchase of a suitable and well-selected library, for the use of the pupils of each of our Ward Schools, and of such of their parents and guardians as might desire, under proper regulations, to avail themselves of their advantages.

XI. Adequate provision for the instruction of all the pupils of each school and department in vocal music; and the employment of such professors and teachers, and the purchase of such instruments as may be requisite and necessary for the accomplishment of this object.

XII. Increased and more suitable accommodations for the instruction of the colored children of the city.

XIII. Moral and religious instruction in all the schools under the charge of the Board, so far as the same can be communicated by the daily reading of a portion of the Christian Scriptures, without note or comment, the opening and closing of such schools by the reverent repetition of the Lord's Prayer, and such frequent inculcations of the universally recognized principles of Christian morality, integrity and virtue, as without degenerating, on the one hand, into sectarianism, or on the other into mere formality, shall be calculated to exert a beneficial influence upon the future characters and lives of the pupils.

It affords me sincere pleasure to be able to say that in all the schools under the charge of the Board, with a few excep-

tions, where the teachers and school officers are of the Roman Catholic faith, the exercises of the day are opened, and in many of them terminated, in the manner herein indicated ; and that, in all of them, without exception, so far as my knowledge and information extends, every suitable opportunity is embraced for the inculcation of sound principles of virtue, morality and integrity, in all the relations and conduct of life.

Earnestly invoking the best blessings of Heaven on the deliberations of the Board, and the future administration of the great responsibilities confided to their charge, and deeply grateful to them for the numerous manifestations of their confidence and regard, I have only to add, that nothing on my part shall be wanting to advance and promote the interests and welfare of the system, to the extent of my humble abilities.

Respectfully submitted,

S. S. RANDALL,

City Superintendent of Common Schools.

REPORT

OF

ASSISTANT SUPERINTENDENT HENRY KIDDLE.

TO S. S. RANDALL, *City Superintendent*:

In conformity with your requisitions and the custom of my predecessors, I herewith present to you, in the form of a report, such facts and views as have been presented to my mind by the visitations made to the schools and the examinations of the same, since I entered on my duties in June last.

The examinations of the senior classes of the Primary Schools, which were in progress at that time, were attended by me; and in the month of July ensuing, an official tour of visitation was made by myself, in company with Superintendent Seton, to the Corporate Schools under the supervision of the Board of Education. These schools appeared to be in an efficient condition, and the moneys appropriated for their support seemed to have been applied to the proper purposes of instruction. With few exceptions, the classes examined manifested an intelligent and practical acquaintance with the ordinary branches of learning pursued in the schools, and acquitted themselves so as to evince faithful and efficient instruction.

It does not, however, appear that the teachers employed in these institutions, though paid out of the public funds, under the distribution of the Board of Education, have been regularly examined and licensed by the public officers appointed for the purpose; and I would suggest, therefore, the propriety of making it incumbent upon the managers and directors of this class of schools to insist upon the possession of qualifications

established and certified to in this manner. It is not easy to perceive any reason for requiring this process of authenticating the literary attainments and other qualifications of teachers in the Primary and Grammar Schools, which is not equally valid and operative in the case of those who are employed in the corporate institutions, supported as they are by a common fund derived from the general taxation of the people.

Since the 1st of October last, the Grammar Schools, both male and female, from No. 1 to No. 24, inclusive, with the exception of Nos. 5, 12, 13 and 23, and with the addition of No. 44, have been visited by me for examination, and all the classes in each have been examined in the various branches of learning embraced in the course of study prescribed by the Board of Education, omitting only such as were deemed of comparatively less importance, and in which the time did not permit any investigation of the pupils' proficiency.

As a general thing, the schools have appeared to good advantage, and presented satisfactory evidences of a proper condition with regard to discipline, scholarship and general efficiency. A very striking superiority seems, however, to exist in the female over the male Grammar Schools, in almost every essential respect; due, probably, to the superior age of the pupils, as well as to the much greater facility in exciting the attention and interest of girls in the studies and exercises of the school than exists in the case of boys of the same age, rather than to a superiority in skill and fidelity on the part of the teachers.

The maturity of mind possessed by the pupils of the Female Departments is, without doubt, much greater than that of those of the Male Departments, though of the same age, in consequence of the much more rapid development of the faculties of the female mind; and, consequently, they are far better fitted for receiving instruction in the branches pursued in the higher classes; while the general characteristics of the female mind fit them for a more thorough species of discipline than can be effectually carried out in the other departments.

CLASSIFICATION OF SCHOLARS.

The regulations of the Board of Education with regard to the classification of the scholars are generally carried out; but in consequence of the great diversity in the circumstances of the schools with respect to size and locality, and the variations in the attendance and punctuality of scholars resulting from the latter, this classification is more or less nominal, and but little uniformity is presented in the character, grade and attainments of classes nominally of the same rank.

COURSE OF STUDY.

A more uniform system of classification would, without doubt, be produced by the adoption of a better arranged course of study than that at present prescribed by the Board of Education, there being, at present, only one branch in which anything like a gradation exists which can be employed as a basis of comparison. This subject is arithmetic, and though a very appropriate one for this purpose, it is difficult to perceive why distinct portions of that study should be assigned to the several classes, and the others should be left indefinite, so as to afford no aid in either the classification of the pupils of the schools, or in comparing their general condition and efficiency.

The course of study prescribed by the Board is subject to several objections, apart from the want of distributing the several subjects among the classes to be taken up and completed successively, so as in this manner to give opportunity for the comparatively undivided study of other and higher branches. This indefiniteness with regard to the extent to which the various branches shall be pursued in each class operates very injuriously in impeding the progress of the pupils and checking the full advancement of the schools. There is no doubt that prominence must be given to some one study, in classifying the pupils as they enter the school, and there is none more appropriate than arithmetic for this purpose; but this necessity does not interfere at all with the propriety of establishing a standard of attainment which shall apply to all

the branches. I would most earnestly, therefore, recommend that this whole subject be carefully reviewed by the Board of Education, and that such a course of study be adopted as will lay the foundation for a more uniform classification throughout the schools, give an additional impulse to the teachers, and admit of a correct and complete comparison of the schools in all the branches prescribed.

With respect to these branches, I may be permitted to suggest a few remarks in detail.

READING.

Reading is pursued in all the classes of each school, commencing with the lowest in the Primary Department, and yet the excellence attained is not generally such as might reasonably be anticipated from so long and uninterrupted a course of study and practice. In a few of the schools, and more especially of the female departments, a most gratifying degree of excellence has been attained in this most important art, but this seems rather to result from some special effort on the part of the teacher than from the ordinary operations of the system, which should secure in every possible case proficiency in this respect. This deficiency seems to arise from a want of system in teaching the art of reading, and can only be remedied by introducing this as a branch of instruction in the Normal School, where it might be pursued in such a manner as to impart the knowledge of principles and skill in their application, necessary to ensure success in teaching it. It is quite generally believed that too great a latitude cannot be given in the number of reading books employed in a school; and we find, consequently, in many of the schools, a different book for each class; while in many others the same book is employed in two or more classes. It seems to me there should exist a uniformity in this respect, to some extent, and that no other considerations than the actual familiarity of the classes with the books studied should have any influence in occasioning their discontinuance and the employment of new ones. The habit of persevering in the use of a book, or in the study of a subject, until it is completed, is one of great importance; and, therefore, both in view of this fact and from considerations of economy,

no book of any kind should be changed until it is mastered, or nearly so, even though its use may extend beyond two or more of the stated periods of promotion.

I have no doubt that much better success would be attained in teaching reading, if the pupils were continued in the study and practice of each lesson until they were not only familiar with the manner in which it should be delivered, but so well acquainted with the subject treated of in it, as to be able to give some intelligible account of its meaning, while it will easily be perceived that such a course would have a most invaluable influence upon the mental character of the scholars, training their minds to habits of inquiry and of correct and logical thought.

GEOGRAPHY.

Geography receives a very considerable degree of attention in the schools, being commenced in the second class of the Primary Department, and extended through all the classes of the Grammar Schools; and yet, notwithstanding the almost disproportionate time assigned to this branch, with few exceptions, the classes examined up to this time, have manifested a very marked deficiency in the knowledge of the simple outlines of the science—the situation of prominent localities. One reason of this may be found in the indefinite and desultory manner in which the subject is, to a great extent, pursued; and another, in the fact that too many works upon the subject are used in the same school, producing confusion in the mind of the scholar and rendering any complete mastery of successive portions of the subject out of the question. Perhaps two books, a Primary and a Higher Geography, are as many as can be satisfactorily taught without neglecting other branches of equal, if not paramount importance—and there is no reason why this branch should not be finished in the third class in most of the schools, if a correct and efficient system were pursued. I am persuaded that in all the branches taught, but especially in this, there is too much dependence placed upon mechanically hearing recitations without the previous and subsequent drilling and oral instruction necessary, in order that the understanding of the pupil may fully grasp the ideas presented to it, and that they may be clearly and deeply impressed upon the memory. If, instead

of depending solely or nearly so upon the pupils committing to memory and reciting the lessons assigned from the book, at least one-half of the time were allotted to thorough and systematic drilling, with the use of the outline maps, and especially if this course were commenced and vigorously carried out in the Primary Schools, I have no doubt the success attained would be very much increased, and that the subject would not be found "dragging its slow length along" with painful and wearisome prolixity, through all the classes of the school.

It is of very great importance that the different branches studied in our schools, should be taken up in their proper order, studied progressively, and discontinued when the necessary time and attention have been given to them for their completion. No other course can secure the attention and sustain the interest of the pupil, who is wearied and disgusted by being obliged constantly to repeat that with which he has already become familiar, advancement in new fields of knowledge and thought being denied him; and for this reason he quits the prosecution of a course of mental development before he has fully commenced to reap its great advantages.

To carry out the strict letter of the law, at present, it is necessary that the first or highest class should simultaneously pursue thirteen distinct branches of study, viz.:—Arithmetic, Geography, English Grammar, History of the United States, General History, Natural History, Philosophy, Astronomy, Physiology, Book-Keeping, Algebra, Geometry, and Constitution of the United States, besides the exercises of Penmanship, Drawing, Declamation, and Music. This regulation of the Board of Education is treated generally by the teachers as merely optional, as far as those subjects are concerned, and such are selected by them as, in their judgment, are proper and practicable to be taught;—and the fact that so many branches are enjoined, would seem to render it necessary, under the circumstances, for them to exercise a discretion of this kind. Doubtless as many subjects as are prescribed in the course of study, could be satisfactorily pursued, if undertaken in the manner above suggested; but as prescribed, it is wholly impossible to do so; and such a provision serves only to weaken the force of legal regulation, by rendering obedience to it impracticable.

ENGLISH GRAMMAR, &C.

The branches of English Grammar, History, Arithmetic, and Algebra, seem to be successfully taught in the schools, and the attainments disclosed under examination, have been generally of a very creditable and satisfactory character. The instruction, however, given in English Grammar might be rendered more profitable to the scholars if it were made to have a more direct bearing upon their practical use of language—teaching them to avoid the ordinary inaccuracies liable to be committed, and giving to them the elements and basis of a correct and easy style, not only of composition but of discourse. This, in my opinion, would, in a great measure, result from a thorough course of syntactical correction, and the practical construction of sentences, even if it were requisite to diminish the attention now so extensively given to mere parsing, or sentential analysis.

ARITHMETIC.

A more thorough, definite, and practically useful knowledge of arithmetic would also be acquired by the pupils, if more attention were given to mental practice and less to the comparatively mechanical process of working out on the slate the solution of questions or problems according to fixed rules. Mental arithmetic not only possesses the advantage of imparting more clearly and thoroughly a knowledge of the *principles* of the science, and a readiness in applying them, but it is a far more efficient means of training the mind to habits of patient and active thought. It is also of great importance that the pupils should be taught clearly to explain the various processes in calculation, and the principles on which they are founded, as well as to define correctly the technical terms of the science.

NATURAL PHILOSOPHY, CHEMISTRY, &C.

The importance of natural philosophy, chemistry, and physiology, as practically useful sciences, is such as to commend them strongly to the attention and interest of those who have the duty of carrying out the resolutions of the Board, with respect to the course of study; and it is to be hoped that it will

be found possible to increase the prominence of these sciences as branches of instruction.

It certainly seems more appropriate to take this course than to add to the prescribed branches the study of foreign languages; yet I have found that Latin has been introduced into many of the schools, and recently quite a number have undertaken the study of French. To say nothing with regard to the *legality* of introducing these subjects, it seems scarcely proper to make them part of a common school course, especially when the higher institution, connected with the system, affords the means to such as wish to pursue an academic or collegiate course to accomplish their complete acquisition. The time that can possibly be given to the study of these languages, must be so limited that scarcely more than a very meager smattering can ever be acquired, under the most favorable circumstances, in the Grammar Schools; while the attention thus almost uselessly given to them, occasions more or less a neglect of the more useful and necessary branches. How much more beneficial would a knowledge of the outlines of chemistry and natural philosophy prove in after life to most of these scholars, than an ability to decline the Latin nouns, or conjugate the French verbs! While the study of the former would in many respects be a better discipline of the mind than that of the latter, serving to develop the understanding, and awaken curiosity and inquiry, it would possess the almost invaluable advantage of leading the pupil, with far more certainty, to continue the work of mental culture in after life, and to enrich his mind with the treasure of those sciences, which constitute the peculiar glory and triumph of modern civilization.

PENMANSHIP AND DRAWING.

Though in very many of the schools, considerable attention is given to drawing, and with quite a commendable degree of success, I regret to have found, in most of the departments examined, the results attained in teaching penmanship so exceedingly meager. There seems indeed but little instruction given in this art, if we may judge from the character of the speci-

mens presented in most cases, and especially from those executed by the junior classes.

It is in the feeble and comparatively untaught efforts of these that the guiding power of the skilful instructor is most palpably discerned, exhibiting as they must the gradual but certain change effected by its means. When, however, instead of this result, neither uniformity, progress, nor any diversity is perceived, from the first to the last page of the writing-book, except in the varied locality of the blots, proceeding from the negligence or continued awkwardness of the pupil, it is not possible to avoid the conclusion that, though the exercise of using the pen and filling up the copy-book has been regularly performed, but few attempts have been made to give instruction, or that very little success has attended them. In a commercial city of the magnitude of our own, it should be considered a *desideratum* of great importance, to instruct the pupils who attend our Common Schools successfully in penmanship as well as book-keeping; but I am of the decided opinion, that our schools have made but little, if any, progress in this respect during the last twenty years. On the contrary, owing to the much longer time during which the pupils remained in the schools formerly, as well as to the less number of the branches of instruction, and the superior attention given to penmanship then than now, a far greater number acquired an expert and elegant style of writing, in proportion to the number taught, than at the present time, notwithstanding our many improvements and the greater number of teachers employed in the schools. To impart the necessary skill and expertness in this art, it is necessary that the instruction should be properly commenced in the Primary Schools, and if this is accomplished, I am of the opinion that it will not be necessary to give so much attention to it in the Grammar Schools as to detract from the time required for the successful study of the other branches of learning. The muscles of the hand and arm having acquired, by the necessary drilling, expertness in forming rapidly and easily the elementary characters employed in writing, the pupil will be required to spend but little time in writing from copies, or in executing, with wearisome slowness, those elegant specimens, which, however beautiful and admirable for display, as pieces

of artistic skill and taste, are almost utterly useless for the practical business of life, which requires not simply that men or women should write well, but that they should be able also to write with ease and rapidity.

In this, as well as in the art of reading, before referred to, the want of success has, I am confident, proceeded from depending upon mere practice without sufficient instruction. It is not enough to correct errors and exemplify excellencies; the successful teacher must be able to analyze and explain principles. Neither efficient instruction, nor improvements in the art, can, except in very rare instances, be expected to emanate from the efforts of the mere artisan. Only those who are thoroughly familiar with the theoretical principles upon which the art is founded, can introduce effective methods of operation, or originate such processes as will, with demonstrative certainty, attain success.

DECLAMATION.

The clause in the regulations of the Board which requires that declamation, composition, and vocal music should be taught and practiced in the Grammar Schools, is one obedience to which cannot be too strictly enjoined, except that perhaps it is scarcely necessary or desirable that the first should be extended to all the classes. When properly taught, declamation is productive of very many important benefits in the training of the male pupils for the duties which must subsequently devolve upon them as citizens of our great commonwealth. Next in importance to the knowledge of truth, and the disposition to search for it, must certainly be deemed the ability to defend it when assailed, and to communicate it to others. In order to confer this ability upon the pupils of our schools, no exercises seem to me more appropriate or effective than those of composition and declamation. By the one, the mind may be cultivated and trained to close and accurate thinking; and by the other, are imparted that command of language and confidence in the presence of others, without which the most extensive acquirements are often comparatively worthless. Besides these

advantages, if taught with a reference to the principles of elocution, this exercise must accomplish very much towards perfecting the pupils, in the still more important accomplishment of reading. Great care should, however, be exercised in the selection of pieces for recitation, which should be rather such as appeal to the lofty sentiments, and noble impulses of our nature, than those which, being expressive of the most violent emotions, require all the impassioned action of the stage, for their proper representation. Especially is it desirable that our youth should not be allowed to represent in this manner, the base passions of our nature, such as hatred and revenge, too often made the subjects of school recitations, dazzling by the exhibition they portray of great power or bold defiance, without any influence to lead to the perception of their malignity and moral turpitude. While recitations may, as above remarked, be made productive of solid advantage to the scholar, they are pregnant with evil, if they serve to impart an uncontrollable fondness for theatrical representation, or lead the mind, in its attention to the mere manner of delivery, to neglect the far more important qualities of truthful statement and sound logic in the matter delivered. In some of the female schools, I have noticed that recitations have been introduced, but in my judgment with neither advantage nor propriety. While the delivery, in this manner, of any selection seems to be foreign to the delicacy and modesty, which so much adorn the female character, it can be productive of no useful results which could not be equally well attained by reading. While the youthful character is yet unformed and ready to receive any impression, too much caution cannot be exercised, in order that it may be subjected to no influences except such as are positively genial and salutary; for the habits and tastes of the pupil may, nay, must be permanently corrected, or as permanently and irremediably vitiated, by the daily exercises, and other potent influences of the school-room.

VOCAL MUSIC.

It is on this ground that vocal music becomes so important an agent in carrying forward the work of education, exerting as it does so powerful and salutary an influence, especially upon

those whose finer sensibilities and more delicate organization render them peculiarly liable to be swayed by it. It is for this reason that an aversion to musical sounds has been considered the mark of a dangerous character. "Never make that man your friend who hates music or the laugh of a child," is the language of one deeply impressed with the truth of this principle.

But not only is music beneficial in itself as an elevating, refining influence, soothing violent passion, and exerting kindly and tender emotions, but it is an important auxiliary in sustaining the discipline of the school-room, refreshing the mind after wearisome attention to the other exercises, and filling up, in a pleasurable manner, all those vacant moments which must necessarily exist in the ordinary intermissions of the school. It is, however, in another point of view, that I regard this exercise of the highest value, but one which is too apt to be lost sight of in carrying it forward. Music constitutes the most important, and, perhaps, the most effective vehicle for the inculcation of moral sentiments. If, in the case of adults, songs are more influential than laws, how much more must this be so, with children. How reprehensible is it then, while giving special attention to the mere music, to be utterly regardless of the character of the sentiments and principles which, being, by constant repetition, associated with most attractive melodies, will forever remain as bright spots or foul stains upon the moral nature. If we must then embalm, in "heavenly harmony," sentiments and precepts, to be cherished as things of joy forever, by those who are to succeed or associate with us as members of the community, let us be careful that they be pure, truthful, and ennobling. It is difficult for me to restrain my indignation and disgust, when I hear these youthful voices enthusiastically raised, at the lead of their teacher, in songs of low, vulgar buffoonery, or in the strains of dissipation and revelry; and yet, perhaps, such is too frequently the case in our schools, from the want of judgment and due reflection upon the influence which must be exerted by this means upon the pupil's character.

SCHOOL RECEPTIONS.

The practice of opening the schools especially for the reception of visitors, and entertaining them with a variety of exercises in music, composition, declamation and class recitation, is quite general, and is probably, in many respects, followed by good and beneficial results. These occasions serve to bring the schools more prominently before the public, increase their popularity, exhibit some of the more attractive accomplishments of the pupils, and awaken an increased interest in the minds of parents in the education of their children. But, in estimating the good to be derived from them, their effects upon the pupils themselves must not be overlooked; and, if they tend to stimulate their vanity at the expense of more solid and more important qualities, or if they serve to divert the attention either of the scholars or their parents from the proper objects of education, they should not be resorted to with frequency. After a careful consideration of their influence, in every respect, I would earnestly recommend that this practice be made the subject of careful and judicious regulation, either by the Board of Education or the several local Boards throughout the City. In doing so, a due consideration should be given to the important fact, that education must be gradual and progressive, and that the teacher, the parent, and the student, must all look into the comparatively distant future for the completion of their efforts. We should, therefore, not so much present to view *results* as *processes*: the former can rarely be satisfactorily reached: the latter are always proper subjects for exhibition and criticism—examinations that effect or aim at nothing beyond the mere display of learning and accomplishment, and evolve no knowledge of the methods of instruction, nor stimulate the teacher to industry and invention, fail in the attainment of their proper object. A different course than that which this principle would suggest, must not only lead to mischievous results to the scholars, but must, eventually, seriously injure and retard the Common School system itself, and for an obvious reason. When the hopes, raised by the display of these partial results, have failed of fulfilment, as they must, in very many instances, those

who have been thus disappointed and misled, will be inclined to condemn the system itself, which will thus suffer from wounds inflicted by its own friends.

NORMAL INSTRUCTION.

Although the rules of the Board, with regard to normal instruction, require that lectures on the "Art of Teaching" shall be delivered to those who are subject to such instruction, it is a matter of regret that it has not been found practicable to carry the law, in this respect, into effect. The science of education is, at present, so imperfect, its principles so indefinite, and so little recognized and understood, that it is not to be wondered at that it should be found so difficult to carry out this requisition. Certainly, nothing can be taught efficiently and satisfactorily as an art, the theoretical principles of which are not established and defined. In consequence of this, the young teacher, at present, notwithstanding so much has been effected for his special preparation and training, is obliged to depend almost exclusively upon his own invention and enterprise for all the means of practical success. Placed in the school-room with very little but the knowledge of what is to be done, the *how to do it* is, as it were, a distant haven on the other side of a pathless ocean which he is to reach without pilot, compass, or chart. This is certainly one of the most important topics that can present itself in connection with the improvement of our Common School system. The success of that system can be augmented only by increasing the efficiency and elevating the character and accomplishments of the teacher. The improvement of the teacher and the school must move on *pari passu*, just as the science of astronomy can only advance as mechanical art supplies the means, by the construction of the delicate instruments of measurement and observation.

MANUAL OF INSTRUCTION AND DISCIPLINE.

Such being the case, it is obviously very necessary to endeavor, by some means, to supply this *desideratum*, and I have

given the subject a thoughtful and earnest consideration for some time, with the view to accomplish this result. That this great work may be definitely commenced, I would suggest that the Board of Education appoint a committee, consisting of the ablest and most experienced teachers in its employ, to embody and arrange in a Manual of Instruction and Discipline the results of their practical experience and the scattered principles of the Science of Teaching, so that all its various processes may be made the subject of instruction to the pupils of the Normal Schools.

To prepare such a manual would be a work of time, and it could not be expected to be, in any respect, complete before receiving the successive emendations of perhaps many years. But a commencement must, at some time, be made, and a nucleus formed, around which improvements may cluster, or the results of experience will still continue to be lost as fast as attained, and the science of education remain in its present indefinite and imperfect condition.

Such a compilation could not fail to prove highly valuable as a guide to those just embarking in the business of teaching; because, through it, they would be able to avail themselves of the experience of those preceding them in this great field of effort, and having the sanction of the Board of Education, it would tend also to introduce a greater degree of uniformity in the operations and modes of instruction and discipline throughout the schools. While, if faithfully executed, it would be a definite embodiment of the system of instruction, pursued in the schools of this great metropolis, it would also constitute the proudest and noblest monument of the teacher's profession.

Without some guide of this kind, or some means of definite instruction, it seems to be hopeless to look for any important advantages resulting from experimental schools or experimental teaching; while, with the necessary instruction and illustration, every means of practice could easily be made useful and available.

DAILY NORMAL SCHOOL.

This subject becomes the more important in view of the institution already established for the special training of those who intend to engage in the work of teaching, because a full and explicit exposition of the system of instruction and discipline pursued throughout the schools, should form the groundwork of a special training of this kind. With regard to the Daily Normal School, it may not be out of place in this connection to suggest that such an institution should comprise all the pupils of the schools who design to become teachers, and that no pupil of any school should be appointed a teacher before receiving the requisite instruction in it, and passing through the full course of study and training. The scholars should be admitted into the school only at stated periods, and after careful examination, and in this manner a wholesome competition would be kept up among the schools in obtaining admission for their pupils. Were regulations to this effect adopted, I have no doubt that, within a year, the number of pupils connected with the school would be increased five-fold, and very soon a large number, thoroughly prepared, would be awaiting appointment. In this manner, the very best talent, in every respect, could be selected; and thus the standard of qualifications and the general efficiency of the teachers of the schools, would be materially increased.

SCHOOL EDIFICES AND ARCHITECTURE.

The architectural appearance, internal arrangements, and present condition of most of the school edifices, and especially of those recently constructed, are such as to excite a just pride in the enterprise of the public guardians of education, and the liberality of the citizens of this great metropolis. The very best means seem to be resorted to, in most instances, for their care and preservation; and cases in which injury is committed to either the buildings, or their furniture, are exceedingly few. It is, however, much to be regretted that, in the construction of these buildings, so few principles of uniformity have been re-

cognized. While a wide latitude could have been allowed for diversity and improvement, there might have been some general plan pursued which would have both accommodated space, and have secured the best facilities for carrying on the operations of the school. The various points of inquiry with reference to school architecture, notwithstanding the great expenditures in this direction, during the past few years, remain entirely undetermined. What proportion of space should be allotted to main and recitation rooms, the best and safest construction for the means of egress, the most efficient mode of ventilation, warming, &c., are still subjects of investigation, and it would be difficult to arrive at any settled conclusion with regard to them from the previous practice of the Board of Education. Without entering deeply into the consideration of these important and interesting topics, at this time, it will not be perhaps deemed inappropriate to suggest that, in all cases, there should be ample means for the assemblage of the whole school, and sufficient space allotted to the recitation rooms, to ensure, as far as possible, a pure and healthy atmosphere.

SCHOOL FURNITURE.

The construction of the school furniture forms another important topic, which becomes the more so from the great diversity, at present, existing in the schools. The double desks, separated by longitudinal aisles, seem to claim the preference, and are quite generally adopted instead of the long old-fashioned desks with lateral passages. The former possess the important advantage of rendering the pupils more accessible to the teacher, and are, in many other respects, better adapted to the discipline and evolutions of the schools. Some of the chairs and settees employed seem constructed with very little adaptation to the peculiar wants and comfort of the children. In consequence of the great inclination of the back, the pupil is obliged almost to recline in order to avail himself of it, and consequently, by degrees, slides off the seat; and being also so high as to reach to the shoulders, it is of little use in affording the necessary support to the spine, and guarding against its

curvature. To remedy this difficulty, the chair should be constructed so as to afford the necessary support to the child when sitting in an *erect* posture, and to accommodate itself to all the movements which he is required to perform. In many of the schools, the chairs employed seem well adapted to effect these objects, and not at all subject to the objections above stated. It is desirable that the mechanical facilities afforded to the schools, be made a subject of careful consideration, and that the very best be, in all cases, selected.

The examinations of the schools not having been yet completed, I have not deemed it proper to present, in detail, any of the results with regard to the grades of the several schools, or of their classes, or to attempt a comparison of their condition and efficiency, thinking it expedient to withhold them for a future report, and to offer, at the present time, such general observations as a partial view of the schools have served to suggest. Memoranda of the condition of the classes examined, and the course of study of each, with its grade and relative proficiency, have been made, and are filed away to form the material for future reference and comparison.

Respectfully submitted,

HENRY KIDDLE,
Assistant Superintendent.

Dec. 30, 1856.

REPORT

OF

ASSISTANT SUPERINTENDENT S. W. SETON.

To S. S. RANDALL,
City Superintendent of Schools :

DEAR SIR—On presenting this my Third Annual Report, I am desirous to carry out more fully my former design of so presenting my views of the condition and operations of the Primary Schools, as to serve in some measure as a manual guide for conducting them on a more uniform system than was found on my first course of official visitations to them. I am now gratified to state, that very much of the matter so suggested has been to some extent judiciously adopted by many of the schools, and where so carried out, has been, as I anticipated, favorable in results—producing improvement confirmatory of the practical bearing and usefulness of the principles and plans so recommended. I am, however, pressed to say, that much remains to be effected in the same direction ; so that in framing this document, I am not so much perplexed for something to say, as what to say, and *how* to say it. The usage of presenting an Annual Educational Report of any kind, in the present advanced state of education, is somewhat entangling, especially in the officialities under my charge, and may perhaps be considered a stale and unacceptable service, except as to statistics, and one “ more honored in the breach than the observance ;” but presenting old things in a new dress, may perchance win and direct a more desirable attention to important and neglected points. The fullness of my former Annual Reports in practical remarks may have tended somewhat to stale the subject ; yet I trust it may not have made it too trite for further patient con-

sideration, at least by the teachers. The wide field of elementary instruction before me is every way important ; and still presents too many valuable points of observation, and too much as yet neglected, or but feebly and unskillfully managed, not to receive further special attention, even should I find it necessary again to refer to some of the same points. It may be observed by the way, though gleaners in rich fields, who can have much to say that is new, useful or agreeable, on the subject of mental culture and moral philosophy after Aristhenes, Seneca, Plato, Aristotle, and Socrates, (followed by the practical Quintillian,) with their acute expositors and commentators, Bacon, Locke, Watts, and Beattie ; and the more practical elaborators, Pestalozzi and Fellenbergh of Hofwyl, with all the illustrious train of female writers ; whose high claims the more entitle them to be heard in behalf of educational training, it being more peculiarly their province,—led on by the honored names of Chapone, De Genlis, Edgeworth, Barbauld, Wakefield, Hamilton and Moore. It is this difficulty, I apprehend, that has beset more recent writers on the subject of education, and which has pressed them so far out of the way from the direct and practical path they should have chosen, to adopt, to so great an extent, speculation and theory. However ably and agreeably written their treatises may be, they are nevertheless of little use in the right place, being altogether inefficient guides to unexperienced Primary School Teachers. Their inefficiency I do not by any means pretend to make up, but more humbly to present an offering, however small, of some of “ the excellent reasonings framed in my mind ” by length of years, long study, and an experience attained in our city schools, which have certainly acquired a fair reputation, and present perhaps the only entire school system to be found either at home or abroad.

Our Public Schools, under the most fortunate circumstances, while yet eleemosynary institutions, were conducted on the voluntary principle with the fullest measure of public confidence, without the embarrassment of political bias or influence. Philanthropic and patriotic impulses brought them under the direction and influence of persevering and willing minds, passing through all the difficulties and changes of the subject of education from its rudimentary state, through length of years, to a

well-matured and valuable experience, now available, if rightly used, to the forming of a model system of Public Schools for our vast Commonwealth, offering the best hope for its permanent happiness and stability. Speculation and theories might possibly be suggestive to our most experienced teachers, and may urge, perhaps, to investigation, inquiry, and sometimes to successful experiment, in the art of school-keeping; but, after all, the great subject of education, with all its important bearings, lies chiefly in the hands of the Primary School Teacher; who, as it were, has that artistic moulding of the model study, that is to express the development of mimic life in the perfected, sculptured group; while their training shall be of that intellectual character, that is alone adapted to the mind of human intelligences; and the subject of their culture be so trained as to offer a hope that they will efficiently perform their part in the economy of *real* life by the extension of similar faithful and skillful teaching after having passed from *their* hands to the Grammar School. The teachers there may be fairly supposed to have graduated from the school of experience; but even the apt hand of the most skillful will be scarcely adequate to correct the evil habits and mental deformities brought from the Primary School. For the teacher there lays the foundation,—and the beginning must be right, or every successive step is embarrassed. All that is imperfectly or improperly learned, must be unlearned; and the steps must be begun again. The knot, however tight, must, by much pains-taking, be unloosed, not cut; and even when loosened, the obstinacy of long habit remains to retard the progress of education, and, too often, with deferred hope of final success. Now, should the teacher in the Grammar School (it is sometimes so), to whose care the imperfectly prepared Primary Scholar is promoted, be also inexperienced, the evil continues; the pupil dragging through the classes relying only on the lesson-book, without expository instruction, till too late to redeem the evil. From what observation I have made, the promoted scholars, though well advanced to the required tests, often retrograde on first entering the Grammar School; probably from too much tasking, and too little actual teaching. But if so well matured as to be promoted to a higher division of

the fifth class, instead of the lowest, they are more fortunate in their advancement, influenced by the encouragement so favorable at the time of change. From your inspection of the Grammar Schools, your own experience will inform you, if I am correct in the opinion, that generally the graduating pupils from the Primary Schools grade somewhat higher than the lowest division of the Grammar School; my own opportunities are such as to preclude me from being confirmed in this estimate, by further investigation. With these general remarks, I pass more particularly to offer such suggestions as may grow out of the several subjects coming under survey.


MORAL TRAINING AND INSTRUCTION.

Juvenal, the Roman satirist, with a matured judgment and experience, wisely says, "the greatest reverence is due to children." The motto is striking;—they are, indeed, close critics, and keen observers. Parents and teachers cannot, if they would, avoid the penetrating gaze and scrutiny of even a babe of three years old; it has as yet little to divide its attention, and few ideas to embarrass its observation, to which it is naturally prompted, in order to acquire that knowledge necessary to the advancing state of its being. It is example that always presents the most effectual lessons to the enforcing of moral influences. It is, therefore, deeply to be deplored, that while there are few, and, perhaps, no suitable class-books, for properly and successfully teaching lessons for the development of the moral powers, that the teacher,—the living book so much before them—should be so full of errors as to misguide the infant learner. "Nothing should be done before children, that we would not have them imitate." Apparent sincerity of purpose, and reverence of manner, is of the highest importance. No seeming selfishness, personal pride, nor habits of negligence, should ever be before them. It has been truly said by the illustrious Fenelon, "that children often learn of their parents to love nobody;" nothing is sooner detected by them than selfishness;—and all partiality in parent or teacher springs from this source. A select few, to receive a parting kiss, may make sad impressions on youthful sensibilities. A teacher may not kiss all, even of

the good children, but can, like the sunshine, smile on all. Then an incidental token of affection from time to time, to those near by, without speciality, would scarcely be noticed, or do harm. The lessons of Nature, given in the mother's arms, has made the countenance deeply impressive, to the youthful heart; a kind, cheerful, and pleasing manner, and a countenance, and a voice, too, that expresses it, have powerful influences, and should be duly cultivated by those who would successfully fulfil the obligations of moral training. The reverse of this is at times painfully observed, presented to the gaze of the masses of little sentient beings, impressible as the heated wax; while their acute ears are too frequently saluted with harsh tones, and falling inflections, instead of those of encouragement and love.

Many of the reading books contain valuable lessons, which, if properly used, might be available to moral purposes. Doubtless the pupils incidentally gather from them some thoughts that benefit them; but, if analyzed by the teacher, they might be more effectual to the purpose. This useful and important method is, however, too much proscribed, because it lessens the time to be given to learning to read, and so attention cannot be given to this more important purpose. Until a suitable moral class-book is provided, and more just views of education prevail in practice, we must be content with the valuable means already almost generally adopted,—that of reading the Scriptures, the Lord's Prayer recited, the Grace before meat, and the occasional Hymn of praise, with a selection of moral songs, and the good moral lessons of the reading-books. These several means, if rightly used, are more effectual than could be supposed from their brief exercise. The use of them is very different in manner through the schools. Due reverence in performing these offices must go far toward inducing a religious sentiment and habit, and elevating the moral tone of feeling. The docile and peaceful submission of a multitude of children (many of them entirely untrained at home) to the form of quietly folding their hands and reverently closing their eyes during the pronouncing of prayer and supplicatory hymns, is itself an evidence of the force of its moral influence, and should incite and encourage to its use as a wholesome means of moral and religious culture. The punctual

opening of school, with every precaution to prevent interruption, and the performance of the office with great reverence and without haste, is all-important to secure this desired influence. I have seen it gone about with haste and bustle—with other improprieties, that must have hindered its good effects. The Janitor I have seen sweeping, and burdens brought in, as well as passing into the room. Where there is no vestibule, late pupils, when the weather is inclement, may be admitted with propriety and quiet by some one attending at the entrance for this purpose. Some of the schools are closed as well as opened by reading the Scriptures; others close by singing the dismissal hymn, with folded hands and eyes closed. The effect of this is, I think, salutary, and I hope to see it more generally adopted. Singing a paraphrase of the Lord's Prayer, and then chanting it after having pronounced it, is injudicious; and when used in such form, folding the hands and closing the eyes should not be omitted. The moral effect is, I think, also much lost by any affected or studied attitude (as I have sometimes seen) of looking strictly upward, with the hands folded on the breast. I fear it tends in a measure to irreverence; and if only in a small degree, it should be conscientiously avoided.

If possible, all the teachers should be present and in a group at the platform; it is an impressive formality not without its salutary effects upon the pupils. I have seen six or seven hundred children entirely decorous and quiet on such occasions, without the immediate presence of the teachers at their own stations. The portions of the Scripture read are, I think, sometimes too long, also not judiciously selected; so rich and pure a field of treasured knowledge, much of it simple in style and preceptive, affords numerous disconnected portions well suited to the purpose. The Psalms, the Parables, and selections from Proverbs, with the New Testament narratives, afford an abundance in variety, while the stories of Elijah fed by Ravens, Daniel in the Lion's Den, and the interesting history of Joseph, in the Old Testament, would never tire.  It is no time to select the portion when the office is to be performed; it should be done the day before, and should have been previously read by the teacher, that it may receive such emphasis and cadence as shall make it better understood. I rely much on the effectiveness of this

opening office for its influences on the side of moral and religious training. I trace its sweet influences in my own remembered childhood at school. The opening religious office, with its preliminary sobrieties, and the slow, quiet and reverent manner of its performance, is, after a long life, yet to be forgotten. Let this be well performed and kept daily before the pupils of our schools, and we have one firm reliance for their moral and religious training in the precepts of a book which, as Sir William Jones, well read in many languages, has so well said, "contains more true sublimity, more exquisite beauty, pure morality, more important history, and finer strains of poetry and eloquence, than can be collected within the same compass from all books which were ever composed in any age or any idiom." Let the Bible still be read in our schools.

PHYSICAL TRAINING.

Physical training in the schools is next in importance. A larger proportion of time given to exercise in the play-ground, and occasionally within the school-room, would be advantageous to the better exercise of the mental powers. It is difficult, I find, to disabuse the minds of the teachers of that haunting spectre, "*There is no time.*" A patient trial would prove, that with the young, especially in Primary Schools, time given to physical exercise, will always be a gain in the exercise of the mental powers. If pupils are under good discipline, their performances at their lessons are generally better after exercise in the play-ground—for the excitement, as it subsides, (if they are under control) gives always a genial flow to the intellect. The slow action of mind in pupils under examination is frequently owing to a relaxation of the muscular system by sitting still for some time previous, annoyed with the monotony of doing nothing. Under such circumstances it may be noticed how the action of the faculties improves and the scene brightens, as the class is becoming excited by mutual competition in the exercise; as the summer's breeze animates and improves the beauty of the landscape. Quick movements of the muscles excite the mind to action, and the order for returning the scholars to the

school-room after recess should be “ *Trot* in those children from the play-ground.”

In the present course of examination in some schools, I found it difficult to persuade the teachers to interrupt the exercises to allow the pupils the usual recess in the play-ground. Under no circumstances should it be omitted. Even while seated in the class-rooms it is desirable and necessary that they rise at intervals for a few minutes, to exercise by varied motions both the upper and lower limbs; and at the end of the lesson pass out of the room. Such motions and a change of air, refresh and strengthen the faculties for a new exercise. Instead of this, hours are sometimes passed in the class-room without change of air or scene. Langour consequently ensues, and the exercise is continued with little profit, and positively injurious to the physical powers. “The too much sitting of children at school hinders their growth,” (*Bacon*,) and we have the authority of Seneca “that the Roman scholars were very much on their legs.” During the recess in the play-ground a teacher should always be with them—not to repress the free exercise of voice and limb, or to keep them under constrained movements, but to regulate any excess. I have observed them sometimes directed in their movements by the teacher; this is well, only under circumstances. It is proper, in its place, at the close of the play time, when mustering to return to the school-room. But they should not be restricted from voluntary sport.

The manner of sitting and walking is now generally improved, but still requires attention, especially in the posture at the writing-desk. Curvature of the spine and future nervous evils, and diseases of the heart, lungs and digestive organs, will continue to be the results to thousands from this neglect. Writing is performed at the desk while in attitudes unnatural and injurious, and sometimes in the class-room, the slates resting on the arm. In either case the posture should be strictly regarded. The body nearly erect is the only proper and healthful position. The seats should, if possible, be so placed as to meet the contingency.* For want of an aperture in front of the writing-

* Mott's anatomical chair is the only one that performs this office, being a revolving seat: by an eccentric movement, it places the pupil in such position as nearly prevents stooping, except the natural inclination sufficient to aid the sight.

desks for the slate, this exercise is much hindered, and in some schools but very little practised—some of the schools preparing few, and some no specimens of writing for the occasion of examinations. The aperture in front of the desk is undoubtedly the best mechanical arrangement for disposing of the slate when not in use. There is much objection to the shelf beneath the desk for this use.

The omission of writing, or the infrequent use of it, and the want of proper facilities for conducting this branch of instruction is a subject of regret, not only as it regards the matter of penmanship, but also the admirable and valuable exercise of dictation, as applied to spelling, definitions, and learning to read the script characters. The pupils of the highest class should be able to write a free, small hand on the slate without lines, during their progress through the class. Then an effort to copy sentences from a printed book would be a useful plan; as well as exercising the reflective faculties, by requiring them to write down by classification things of a kind; such as different garments, tools, spices, nuts, fruits, articles of furniture, bedding, reptiles, insects, birds, &c. Such *thinking* lessons would very much strengthen the faculties. The Primary School loses the benefits of such intellectual and improving exercises for want of a due attention to the valuable art of writing among its first lessons; for the youngest should begin to learn the use of the pencil, in lessons not only of writing, but drawing on the slate.

ABECEDARIANS AND THEIR TEACHER.

In the Primary Departments where so many are assembled, and of very tender age, moral and physical training should be prominent, and much caution used in exercising the memory to much extent; the persistence in such an error would hazard inducing hydrocephalus, from which cause probably many never live to reach the upper schools. I have frequent occasion to advise with the teachers on this subject, when I find them reiterating the letters, the tables, and even geography, &c., in the lowest classes, with the children on the gallery. Here the most

judicious management should be pursued ; for here it is that the first and most lasting impressions are made.

The teachers to whom this precious charge is confided, are often too young ; limited experience does not supply them with necessary expedients in the management of them, at times when (as they often are) uncontrollable from buoyancy of spirits and the promptings of Nature to activity. To force them to quietness when thus prompted to expend the superfluous fluids by activity, is to pervert Nature. Something of this kind is observable in those more advanced in years, when seated, and required to be quiet while conning a task ; the active nerves and muscles, resolve themselves into forced twitchings, biting the nails, or pulling out the eyebrows,* which afterwards grow into confirmed and awkward habits.

By this simple example it will be perceived, that matured judgment is needed to govern, train and teach very young children. A little dexterity of discipline may, at times, keep them in order, which with some means *quietness*, not propriety of deportment ; but to train and develop the moral and mental powers requires skill of a higher order. A “teacher of babes” should, indeed, be “apt to teach,” and of full powers of mind. The best teachers are usually placed over the higher classes ; while it is thought that the lowest and youngest can get on with one of lesser abilities. This should be reversed ; the ablest teacher should have the early training and development of the affections and intellect. The first bias given to mind and heart is of all other influences the most important ; the whole future may depend on it. A child may be largely educated before using a book, and have attained such a scale of intelligence as to insure a more rapid and surer advancement when able to read. Something of this kind is already observable as the results of the method recently adopted of teaching the alphabet by combining letters into words, with their meaning ; those thus advanced to the primer class seem to make greater progress, and are better prepared by strengthened intellect to meet its difficulties. But there are other points to be considered ; the pupil may be sometimes managed when he may not be governed. Some innocent artifice, will, under circum-

* One known to me in childhood, has, from this cause, but a fraction of eyebrows—the habit being still continued.

stances, control the passions of children, when no fixed principles of government could do it. Instance the case of Wilderspin, and the crying child* on its first day at school, when by sympathy all were squalling and in confusion, the bell, the whistle, the voice were in vain lifted up above the little tempest of exploding lungs. Taking his wife's cap, and elevating it on a pole, so changed the current of feeling among the perturbed little assemblage of roistering spirits, that they were all smiling and good-natured in an instant, and the regular lessons went on;—while the shy subject of this nice management was from that time brought entirely under the control and government of the teacher. It is moral training that is principally to be attended to with such as compose this division of our large Primary Departments. My fear is, as I have already expressed, that too much time is given to teaching, and that mostly by the exercise of memory alone. Having learned, as they must, in this way, the moral songs they sing, and some moral precepts that might be prepared for them, it is sufficient; let all else be taught by objects, by narrative, oral dictation, interrogation, and analysis; memory might also continue to be cultivated by what may be called elliptical lessons, short narratives—verses and useful maxims recited jointly by the teacher and the pupil, the teacher omitting a word or two, to be supplied by the memory of the pupil. This method of dictation is not so burdensome to memory, and has the advantage of extending the variety of lessons and the methods of instruction. The following is an example:

T. "Never leave till—*to-morrow*. T. What should be done—*to-day*. T. Time is—*the stuff*. T. Life is—*made of*. T. School time—is *golden time*. T. Do not—*waste it*."

"God is in Heaven—*would He know*

If I should—*tell a lie?*

Yes, if thou saidst it—*very low*

He'd hear it—*in the sky*."

The lines in italics are supplied by the pupils. To keep their lessons in memory, they might be occasionally reviewed by this method of elision. I have always found that this practice fixed the scholar's attention; variety and change is the breathing element of the minds of little children; their lessons should,

* Infant Education, by S. Wilderspin, of London Central Infant School.

therefore, be brief, and often changed. Their mental aliment needs this spice of variety; to them, novelty is pleasure. The letters should be taught by varied methods—modifications of the same principles. With the single letters, by spelling and defining; by printing the letters on the black board, and making the same use of them, then writing them for the same purpose—then using the alphabet card in the same way—also writing the letters classed by their geometrical forms, and spelling with them. Here are five methods combining the same principles—learning the letters by combining them into words.

A most useful and interesting plan of instruction has since long grown into disuse and should be revived, that of lessons by pictures; while conveying other knowledge, it might aid in moral instruction. Pictures of animals might introduce the subject of cruelty, and win the youthful heart to pity. The habits, characteristics and economy of animated nature might serve to carry many a pointed moral to the heart. The bee, the ant, the beaver, portray the wholesome habit of industry—the ox patience, the dove gentleness, the lamb innocence, the bear and her cubs maternal affection, and the stork filial affection, the peacock pride, the tortoise indolence, the locust self-government and submission to law and order. The Scriptures eminently commend this use of natural history: “Ask now the beasts; they shall teach thee, and the fowls of the air”—“Go to the ant, thou sluggard, consider her ways and be wise”—“The locusts have no king, yet go they forth all of them by bands”—“Behold the fowls of the air, for they sow not, neither do they reap, nor gather into barns; yet your Heavenly Father feedeth them: are ye not better than they?” The whole of Nature is a volume where a leaf may be daily turned for gathering knowledge and to teach the heart. Natural history is full of interest to the young; a cow, dog, cat and kitten, though familiar objects, would always excite an interest and afford them pleasure and instruction. They might be taught to spell the objects spoken of. For instance: Skin; “what do they do with the hide? What is leather, and how do they tan it?” Hair—“Spell it;” “What do they do with the hair; what with horse hair?”—“What is soft hair called?” “What do they do with fur?” “Spell hoof;” “What kind of hoof has a cow, a sheep, a hog,” (cloven) what a horse? (whole hoofed). “A dog—a cat,” (digitated)—what is

digitated?—(like fingers, separated claws and nails.) “Butter, cheese,—how is it made?” Each interrogation would be, as in cultivating the ground—like digging, and putting in the seed—mind would grow, would become productive under such methods of mental culture. Pictorial Scripture illustrations always are attractive to the young. The subjects might be, the touching History of Joseph, illustrating the Providence of God, Elijah fed by Ravens and Daniel in the Lions’ Den, David and Goliath, The Prodigal Son, The Good Samaritan, The Magi at Bethlehem, and illustrations of Watts’ inimitable “Cradle Hymn.” Then, what a world to them, not only of interest, but of knowledge, to be found in a good picture of rural scenes! it would afford lessons of spelling, definitions and common things for months; and then be forever new. A farm-yard, with poultry and domestic animals. A horse, colt, hog, pig, cow, calf, hen, chickens, duck, drake, duckling, goose, gosling, gander, tree, bush, shrub, flowers, barn, hive, bees—what glistening eyes would at once sparkle an answer as the teacher might cheerfully hold up the well-known picture-card saying: “Shall we take a trip in the country?” “Who wants to spell and tell all about the farm-yard?” How would such a picture-lesson relieve the monotony and the tedium of the more ordinary routine of stultifying recitations of “twice one is two; twice two is four; two I’s two; I V four; V five! then saying the letters (as it is called,) B, B, B, B, B, (reiterating them). Then, ten mills, make one cent; ten cents one dime. Island, land surrounded by water,—Island, land surrounded by water. Fox: f-o-x, fox; F-o-x, fox. Bat: b-a-t, bat;” and so on to the end of the chapter—all seated in rows; and all this intoned and drawled and mumbled, without proper enunciation and without a single pleasant inflection of the voice: while on the former more intellectual plan, what gladsome tones would mark the progress of the lesson! and what natural inflections of the voice would fall upon the ear! “Look upon that picture, and this.” Twice two is four would certainly be better and more agreeably taught by such objects as the balls of the numeral frame; and figures too, if teaching that number is the increase of objects, as three balls, three wires and three fingers; and that figures are signs of number, or repre-

sent number—5 being a figure representing five objects—or one object representing five objects; the numeral letters in the same way expressing numbers by letters. The use of the Blackboard would present all this to *the eye*,—not by repetition to the ear and by reiteration on the tongue stored in memory to be *forgotten*, but by sight *permanently* impressed on the mind, and taught without wearisomeness or languor. All the combinations of the table of numeral letters can be easily taught thus to the lowest class. If C is one hundred and I, V four, then C, I, V is one hundred and four. D, I, V and M, X, V is as easy to learn when represented to the eye as three I's three, &c. So figures 2 and 3 read 23, and 3 and 2 thirty-two. The Supply Committee have lately added the Arabic figures to the alphabet set of letters for this use, to aid with this method by the Blackboard in teaching Notation. With *short* lessons—daily given with never-ceasing variety, knowledge would soon accumulate in the store-house of the young mind, by the due exercise of its several faculties, without loading that of memory, at the hazard of physical injury. Spelling lessons by dictation might always be a ready means of changing the exercise, not forgetting to avail of the powerful principle of association to help the memory by classification. Spell the following actions of the limbs: Slap, to strike with the palm of the hand. Tap, to strike lightly with the finger, (something small, as tap of the drum). Thump, to strike hard or heavily. Kick, to strike with the foot. Tread, to press with the foot. Stamp, to strike hard with the bottom of the foot. Butt, to strike with the head. Rap, to strike with quick blows. Wrap, to fold around. Ceiling, Roof, Spire, Peak, top of the room; top of the house; top of a tower; top of a mountain. Skull, the top of the head. Scull, to move a boat with one oar from behind. Slat, Strap, Ribbon, a strip of wood; a strip of leather; a strip of silk. Spell the limbs and joints of the body, while elevating, or touching them; arms, elbows, hands, fists, thumbs, fingers, knuckles, wrists, shoulders, legs, feet—at the same time spelling. Then, while pronouncing each, define—Arms, upper limbs; Legs, Feet, lower limbs. Elbow, joint of the arm; Wrist, joint of the hand; Knuckles, joints of the fingers. Then, being seated, say Lap, to fold; Lap, l-a-p,

lap, across the knees ; Lap, to take drink with the tongue. The cat and dog lap, &c. Then let there be a spelling lesson by touching, the pupil spelling whatever the teacher touches, they naming it which serves for *pronouncing* the word, a practice apt to be neglected in first lessons of Orthography. Example : Chair, Table, Window, Card, Door, Floor, Boy, Girl, Book, Stove, &c. ; and while thus excited give the signal (by slapping the hands) to look ! and directing by the proper signals to rise, sit, front and face about, and a short exercise of the limbs.

Then suddenly pause,—and close the exercise with the following *moral* lesson : Taking one of the little ones, place him before them, and with motions adapted to the expressions,—T. (touching his eyes) says, “ This little boy has two eyes ; ” the pupils (touching their eyes) say, “ I have two eyes. ” T. “ This little boy has a nose ”—“ I have a nose ; ” T. “ This little boy has two ears ”—“ I have two ears ; ” T. “ This little boy has a mouth ”—“ I have a mouth ; ” T. “ This little boy has a tongue ”—“ I have a tongue ; ” T. “ This little boy has two hands ”—“ I have two hands ; ” T. “ This little boy has two feet ” (holding them up)—“ I have two feet ” (gently stamping) ; T. “ This little boy sees with his eyes ”—“ I see with *my* eyes ; ” T. “ This little boy smells with his nose ”—“ I smell with my nose ; ” T. “ This little boy hears with his ears ”—“ I hear with *my* ears ; ” T. “ This little boy tastes with his mouth ”—“ I taste with *my* mouth ; ” T. “ This little boy talks with his tongue ”—“ I talk with *my* tongue. ” Then, guided by the Teacher, they say : (as touching the organs mentioned) “ eyes—organ of sight ; ears—organ of hearing ; nose—organ of smelling ; tongue—organ of speech—(organ of tasting) ; hands—organ of feeling. ” Then again, touching each part, say : Hearing, seeing, smelling, tasting, feeling, (rubbing the hands together) ; then holding up the right hand, “ five senses—one, two, three, four, five ; ” counting the fingers of the left hand, taking them with the right. After a significant pause the teacher slowly and seriously says :—T. “ This little boy has a soul ”—“ I have a soul, ” (pressing the right hand to the heart) ; T. “ This little boy’s soul will never die, ” “ My soul will never die ; ” (folding the hands) ; T. “ His soul will live forever ”—“ my soul will live forever, ” (with the same motion) ; T. “ May this little boy try to be good every day ”—

“May I try to be good every day;” T. “May this little boy when he dies go to Heaven”—“when I die may I go to Heaven.” (They sing:)

God made the sun and moon so bright,
The stars up in the sky;—
God made the earth with flowers sweet,
And God made you and I.

Here is a brief range of lessons and with variety;—lessons that would enlighten, instruct and please. Leaving the discretion of the teacher to enliven the course at intervals with songs of “Naughty Pussy,” “Poor Dog Tray,” and “Twinkle, twinkle, little Star,” using also the Blackboard for them to spell words in script, teaching thus the writing letters. Again, say, count how many mills in a cent, while I tap on the Blackboard, 1, 2 3, 4, 5, 6, 7, 8, 9, 10—how many? Write the figure 9, and if they do not know it, say, count (Teacher makes marks with the chalk) one, two, three, four, five, six, seven, eight, nine, &c.

By such methods, progress might not be fast, but it would be sure. That which was learned would be well learned, though but incidentally; items of knowledge would be intelligibly stored up, without injury to the physical faculties, at the price of small mental gains, guiding the heart to right and duty, and the intellectual powers to habits of reflection, comparison, attention and observation. A large proportion of time must, however, be given to physical training and exercise: rising, sitting, turning round, extending the arms, behind, before; twirling the hands, stamping the feet, raising the heel, bending the knees, turning the hips,—the shoulders in the socket, beating the breast, crossing the hands laterally and perpendicularly, in rapid and extended motions—with the toe downward, twist the ankles, alternately rise and fall on toes and heels. With motions of the arms bent at the elbows, turn the wrists, bend the knuckles, close and shut the hands rapidly, so that they make a sound—shut them and strike the fists, so as to rebound and extend at arm’s length—extend them high and let them fall quickly—lock them behind and before again at arm’s length—face about repeatedly and quickly, then let them be suddenly seated, with their hands in their lap; and suitable and varied motions given

while seated, clapping, and counting with motions. Then a silent lesson with the right forefinger on the lip, looking steadily at the teacher; let them recline backwards; the eyes closed, each alternate row reclining on the lap of those behind; at a signal to sit erect, reclining in the same way right and left, to appear as lying down, again sitting erect; turn the head right and left, and bend the neck downward and upward, looking in the lap and at the ceiling; at the swing of the teacher's arm or staff, let them loudly, silently, and in a whisper, count a minute, half a minute, a dozen, a half-dozen, a score, a half-score, a hundred and half a hundred, a quarter. Formerly schools used to have a pendulum hung before the gallery, and its vibrations were counted first in a whisper, then silently. This silent counting, with closed lips, strengthens the faculties, and is a wholesome discipline for order, vigilance and patience, and prepares for silent operations in arithmetic, to which some schools have not attained for want of just such training. I have seen a silent little assembly, with vigilant gaze, count the swing of the pendulum for five minutes, and then break loose in a pleasant laugh. How valuable such training!

Let not these minute and lengthened directions for physical training, &c., be ridiculed or slighted. Every particular has a weight of importance that the inexperienced cannot feel or understand. It is a help to learn to read—to spell,—it is a help all through. Let it be remembered; this is a *vade mecum* to teachers of babes—a guide to those whose humility prompts them to say, “*Go with me,—guide me.*” Thus should the first lessons of nature be followed out.

Before coming to school, the beneficent Creator has made provision for developing the opening faculties of the child, by the incidental home teachings during the first few years of its life; all its organs of sense, exquisitely acute, aid its observation, keen and successful in search of the knowledge belonging to it as a human intelligence. But, alas! the *first* day at school begins the sad perversion of its intellectual faculties, the blunting of its moral powers. Can this be education? How much of precious life is thus spent for naught, while the children and teachers continue to sing:

“ These *golden* hours will soon be o’er,
When I can go to school no more !”

Let the foregoing advices and minute directions for the moral, physical and mental training of the youngest of the school be pondered and paused over—and the question then answered, Does not the class of Abecedarians require a teacher of skill and experience?

THE PRIMER CLASS.


The Abecedarians having been taught in the spirit of the foregoing suggestions, will have learned the meaning of alphabet, (all the letters;) the classification of vowels and consonants; the ten Arabic figures and the seven numeral letters, and simple combinations of them for the purpose of finding the page and the lesson; they will also understand what number is, and how represented; also to distinguish Roman capitals, Roman small letters, and Italics, and the script alphabet,* and the spelling and simple definitions of many words, and the names of the six pauses. Their first lessons from these steps should be by reading on lesson cards, introductory to the Primer. Young children are at first timid and much embarrassed by the use of the book. It is therefore best for them to be unincumbered by its use till they can pronounce the words of the lesson cards at sight. It will be found in practice, that words of the like difficulty can more readily be taught in this manner, than by the use of the Primer. Webb's cards now used in some of the schools are suited to the purpose, but would be preferable, if punctuated. I should advise that the teacher put the marks to them with pen or pencil. Care should be taken not to present the card at too great a distance; this may be ascertained by the observing of any hesitation on being required to pronounce the letters. The lessons may then be taught by the following processes:—A pointer should be used raising and dropping it on and from the card, at pronouncing each word or letter in rotation. This manner is important, as it fixes the attention and it is prospectively to be the practice of the pupil, by use of the finger when reading from the Primer. The teacher should

* Introduced in Sander's Primer.

also, as significant of the inflections of the voice, cause the pointer to slide upward and downward on the card, as required by the punctuating marks. The idea of inflection of the voice may be intelligibly conveyed to the understanding of a child by saying, "In speaking, the voice *bends* upward and downwards,—this is called inflection ; it means bending." Then, direct them to raise and drop the right fore-finger while pronouncing thus : "Up, down"—"up, down," or by using the last word of an interrogation, as in the question : "May I put on my new hat?" pronouncing *hat* higher and higher, and lower and lower, through the scale up and down, raising the voice with the finger ; then by the same significant motions of the pointer, (gliding up and down on the face of the card,) as the various pauses require. If their attention is fixed, the eye will soon guide them to the right inflection, as they read or pronounce the words. The following will serve as an example for teaching the inflection of a paragraph to be read :

A good cow,	Go then, bring me your fur cap ;
Gives plenty of milk.	What kind of a cap ?
Susan, milk the cow.	Is it warm ?

Before reading, pronounce the words to which the pauses are affixed, making the proper motions of the pointer, while saying "*cow,—milk ; Susan,—cow ; then,—fur cap ; cap ; warm.*" Then the pupils repeat after the teacher thus : Teacher, "*up* at cow." Pupil, "*up* at cow." T. "*down* at milk." P. "*down* at milk." T. "*up* at Susan." P. "*up* at Susan." T. "*down* at cow." P. "*down* at cow ;" "*up* at then ;" "*down* at fur-cap ;" "*down* at cap ;" "*up* at warm," &c. Then they should name the pauses as the teacher points, viz. : Comma,—period. Comma,—period. Comma,—semi-colon ; Interrogation point?—These are all the pauses of the foregoing examples. Point them again and direct them to the following definitions : *Cow*, "comma,—the shortest pause ; I stop while I count one and keep my voice up." *Milk*, "period—the longest pause ; I stop while I count six, and let my voice fall." *Susan*, "comma," &c.—*Cow*. "period," &c. *Then*, "comma," &c. *Fur-cap* ; "semi-colon ;—I stop while I count two, and let my voice fall, but sometimes keep it up, according to the

sense." *Cap?* "Interrogation mark.—It shows when a question is asked; if followed by a small letter, I stop while I count two; if by a capital, six, and let my voice rise or fall, according to the sense; if to be answered by "yes" or "no," keep the voice up; if by any other word, let it fall." *Warm?* "interrogation point—shows when a question is asked; I keep my voice up, because it must be answered by 'yes' or 'no;'" then glide the pointer along the words as reading, shoving it upward at cow, and downward at milk, with correspondent inflections of the voice, the pupils repeating. The signal to *spell* is raising and dropping the pointer on each letter; to *pronounce*, at each word; and for reading, gliding the pointer *along* the line; to define, pointing toward the class. This kind of drill will be found very useful and should be well practiced, as it affords much facility in the progress of these elemental steps, and helps to fix the attention. It will also be found that any concert of action, though seemingly but a mechanical operation, inasmuch as it calls vigilance into exercise, invigorates mind, and is an intellectual help; it also aids memory, impressing the mind with what is orally dictated. The following is perhaps the best scale of time for pausing at the several punctuation marks: The Comma,—one. Semi-colon;—two. Colon:—four. Period.—six. Interrogation Point? followed by a small letter—two, as a semi-colon; if with a capital—six. An Exclamation! sometimes two, as a semi-colon; and six, as a period, as may best express the sense. A Dash — generally two (as a semi-colon.) But when only a break in the sentence, one (as a comma.) An Index , pointing to something to be specially noticed; it requires a full pause, or six, the same as a period. The Dagger †, Double Dagger ‡, Asterisk *, Section § and Parallels ||, may be taught at once on the Blackboard, as being references to the margin at the sides or bottom of the page. A Paragraph ¶, as a Bible mark, showing the beginning of a new subject; or to mark a distinct or particular part of a subject. Distinguished in other books by a break in the line, thus:—

and of course the next paragraph to commence with a capital; e. g.—for example (*exempli gratia*.) id.—the same (*idem*.)

These are nearly all the distinguishing marks used in the com-

position of a book, excepting CAPITALS and *italics*, to regulate emphasis ; and the character & (and) or And, *per se*, and (And *per s'* and) ; also, &c.—*et cetera* (and other things) ; or, and so forth (so on.) This character should by no means be affixed to the alphabet, to which it does not belong ; as its name signifies “ *and per se* (by its self) and.” The Abecedarians almost altogether call it “ zand,” because attached to the last letter of the alphabet. To disabuse them of this expression, I ask what is the *first* letter and which is the *last*, and then showing the character &, require them to call it a *sign* for AND. The foregoing pauses, marks, and characters should all be familiar to the primary scholar. The following prepared examples of their general use, would form a useful card of instruction. I should recommend it to be prepared, and labelled inside the Primer books now in use in the schools. It was prepared by the late Primary School Committee of the Public School Society, for use in their Primary Schools, and should find a place in all the primers.

PUNCTUATION.

Line

1 My Young Friend, never tell a falsehood ;
 2 but always speak the truth ; this is pleasing to
 3 your Maker. Do you read his holy word—the
 4 Bible? O! remember, that He has there said,
 5 “He that speaketh lies, shall not escape: he
 6 shall perish.”* Remember, too, that the all-
 7 seeing God knows all that we say or do.

8 ¶ Tho’ wisdom’s voice is seldom heard in
 9 kings’ palaces,—there have been *wise* kings,
 10 (e. g. Solomon,) who were lov’d and obey’d by
 11 their subjects.†

12 Here, (i. e. in the U. S.,) we cannot boast of
 13 our kings, princees, lords, &c. ; yet we have had
 14 a PRESIDENT, who, in true greatness, surpass’d
 15 them all; viz. the great WASHINGTON.—
 16 ☞ Washington feared and honored GOD.

17 § section, ‡ double dagger, and || parallel,
 also used for reference to the margin.



* Proverbs xix, 5 and 9.

† I Kings.

The following table explanatory of the stops and marks used in composition, might guide to uniformity of instruction on the definitions of punctuation and the use of each.

Points and Characters used in Composition :

- { A period, the longest pause—it is a full stop. It marks the end of a sentence, and completes the sense. Stop while counting six, with the falling inflection.
- , { A comma, the shortest pause, used for taking breath, and to make the sense distinct. Stop while counting one, with the rising inflection.
- ; { A semi-colon, a longer pause for the same purpose, and less closely connecting the parts of the sentence. Stop while counting two, with the falling inflection, but occasionally rising, as the sense may require.
- : { A colon, a still longer pause. Stop while counting four, with the falling inflection.
- ? { The note or point of interrogation, used in asking a question. Stop while counting six if followed by a capital ; if by a small text letter, then, as a semi-colon, giving the rising inflection when the question may be answered by yes, or no ; if otherwise, give the falling inflection, e. g. (Job, 6, 11): “What is my strength that I should hope? (falling) is my strength the strength of stones? or my flesh brass?” (rising).
- ! { A note of exclamation ; it shows strong emotion, surprise, pain and sorrow, or joy ; equal in pause to a comma, and sometimes a period ; giving decided expression to feeling.
- { A dash, a line used as a break in the sentence, to express a change of feeling, or sudden turn of thought. The time of pausing is variable.
- { A hyphen, a line used to connect syllables, to show that a part of the word is on the next line ; also to join two words to form a compound word or two words, expressing *one thing*.
- () { A parenthesis includes explanatory words, but not necessary to the sense, and should be read quickly and in a lower tone of voice.

- [] { Brackets, used for the same purpose, but the matter not generally to be read.
- ' { An apostrophe, is a comma placed above the line, used for abbreviating a word, (making it shorter,) for familiar style, or for measure in verse; it also shows that a letter, word, or part of a word is left out, as "what o'clock is it?" for "what of the clock is it?" or placed at the end of the name of a person or thing, and followed by an s, it denotes the possessive case, or that the thing spoken of belongs to the person or thing, as "the ship's mast," "Mary's doll."
- " " { Quotation marks; they are two inverted commas and two apostrophes, at the beginning and end of a passage, to show that the words are quoted, or taken from another author, or speaker.
-  { The index; it points to something specially to be noticed.
- ***** { Ellipsis, denotes the omission of letters or words, for obscurity, and not desired to be known, as The G * * * * * r for "The Governor," or G * * * * * e W * * * * * n for George Washington.
- | | | | | | |
|---|---|--------------------|--|---|-------------|
| { | * | Asterisk. | \| | § | Section. |
| { | † | Dagger or Obelisk. | \| | \|\| | Parallels. |
| { | ‡ | Double Dagger. | \| | ¶ | Paragraphs. |
-  { All used for marginal reference. In the Bible, the Paragraph ¶ denotes or marks the beginning of a new subject.

The Primer class should also be exercised in spelling and definitions, with and without the cards, changing them *daily*, and using them alternately, to prevent committing the reading matter to memory. The definitions, as in the alphabet class, should be simple and precise, and clearly expressing the meaning of the words, omitting such as cannot be defined without circumlocution, or by synonyms, (unless such as are well understood,) or by abstractions. The following brief vocabulary may be, to an extent useful; and will serve as an example.

Brief Vocabulary of Simple Definitions,

FOR THE PRIMER CLASS.

- Bag — { A pocket, (sack, pouch, satchel,—pockets).
Satchel, a school-bag.
- Cag — { A small cask or barrel, a small close vessel made of
staves and hoops.
- Fag — To tire.
- Gag — Something to stop the mouth, to choke.
- Hag — A wicked, ugly old woman.
- Jagg — { A notch, a rough cut, the opening between the points
of a saw.
- Lag — To be lazy, to stay behind.
- Mag — { A nickname for Margaret.
Margaret, a given name for a female. Ned, a nick-
name for Edward. Nick, to cut off, to shorten.
- Nag — A little horse, a pony.
- Quag — { A bog, wet ground that shakes when trodden on, (a
quagmire.)
Clod, a lump of earth, sod, green turf, a clod with
grass. Peat, turf used for fuel.
- Rag — Torn cloth.
- Sag — To sink down.
- Tag — To touch. A child's play by touching one another.
- Wag — To shake, to wag the tongue, the head, the finger.
- Beg — To ask.
- Egg — { The produce of a hen,
Milk, of a cow,
Hay and grain, of the field, } The produce
Fruit, of trees, bushes, vines, } of a farm.
- Keg — A small close vessel made of staves.
Hoop, a band of wood or metal to keep staves
together.
- Leg — One of the lower limbs, a limb of the body.
Branch, the limb of a tree.
- Peg — A small piece of wood for fastening.
- Big — Large.
- Dig — To turn up the ground with a spade.
- Fig — The fruit of a fig tree.
- Gig — A light one-horse carriage.

- Jig — To jump about, a quick tune, a lively dance.
- Pig*— { The young of a hog. *Hog*, a swine. Piggen, a little tub with a handle—a dipper.
- Rig — A foolish trick, to dress.
- Wig— { False hair to cover the head. *Hair*, the natural covering of the head, the natural covering of four-footed animals, (quadrupeds.) †
- Grass— A natural covering of the earth (ground.)
- Bog — Soft wet ground, a muddy place.
- Cog — { A round wheel with pieces like teeth to catch another wheel to make it turn round.
- Dog — A domestic animal, a domestic quadruped.
- Fog — { A mist. *Clouds*, vapors floating in the air. Fog, vapors resting on the ground (earth.) Smoke, vapor from burning fuel. Vapor, that which arises from heated water, &c.
- Gog — { Agog, in a flurry, anxious to get things "all-agog," children are all-agog when they are to have holiday, or some sport and fun.
- Hog — A swine.
- Jog — A slight or sudden push. *Push*, to shove.
- Log — A big stick of wood.
- Nog — { A small drinking vessel. *Noggin*, a small wooden cup.
- Bug — { An insect. *Insect*, an animal with cold white blood and no bones. (Animals with bodies divided into sections from *in-seco*, to cut in.)
- Dug — { Did dig. *Yesterday* John *dug* the ground. *To-day* John *digs* the grounds.
- Hug — To put the arms closely around a person or thing.
- Jug — A vessel for liquor.
- Lug — To pull or drag heavily, to carry heavy burdens.
- Mug — A drinking vessel.
- Pug — { The name for a monkey. A small kind of dog, like a monkey.


* By error in Primer books, Pig is put for Hog; and unfortunately to fix the error it is perpetuated by presenting it in pictorial illustrations—Pig means *small* or *little* one; it is usual to say *Lard*, the fat of Pigs—not so—(Hog's-Lard.)

† Except a few,—Elephant, Rhinoceros, &c.

- Rug— { A small rough carpet for the fire-place ; a shaggy
blanket.
- Tug — To work hard ; a heavy pull.

Special Name for some Animals.

- Bruin— The name for a Bear.
- Chanti- { The name for a Cock ; a Rooster, or male bird of
cleer— { domestic fowls, and others ; (the barn-door fowl.)
Cock, the male of birds.
- Puss— { The name of a Cat ; also for a Hare. *Hare*, a kind
of Rabbit.
- Pug— The name for a monkey. Jocko, the same.
- Reynard—The name for a Fox.

 We call a bear, *Bruin* ; we call a cock, *Chanticleer* ; we call a cat *Puss*, also a Hare ; we call a monkey *Pug*, also Jocko ; we call a fox, Reynard. These are special names for these animals. Huntsmen, sportsmen and others call them so.

SIMPLE DEFINITIONS.

Words of Locality, Time, and Appropriation.

- { Where—at what place.
There—in that place.
Here—in this place.
Thence—from that place.
How—in what manner.
As—in the same manner.
But—only.
Put—to place.

- { When—at what time.
While—the time when. During the time.
Now—at this time.
Then—at that time.

Which—what thing (this or that?)	
Them	} —more than one person or thing spoken of.
They	
Those	
Ye	} The person or persons spoken of or spoken to.
You	
Thou	
Mine—	belonging to me.
His—	belonging to him.
Hers—	belonging to her.
Yours—	belonging to you.
Theirs, their—	belonging to them.
Ours—	belonging to us.

Teaching definitions in the spirit of this vocabulary, will gradually make a full and strong mind; especially if followed up by requiring of the pupils to define the new words of the lesson from the face of the book while reading; when it will be found that by help of the context, they will define words entirely *new* to them. A few words thus acquired by their own actual ratiocinating is worth pages of them drilled into the memory by reiteration of the tongue, often only a useless rote to be forgotten. Thus, the successive steps in the Grammar School, will be the more easily taken; and the fruits of their diligence larger, in looking up from an assigned task, the hard words, by the help of an expositor or dictionary, or treasuring them in an active, rather than passive memory, by memoriter exercises of oral dictation, or transcribing by mental dicta from prepared lists of definitions; both of them intellectual and approved methods. After which they should read the exercises, substituting other words as required. These are the only sure methods of teaching the meaning of words. This important and intellectual branch of instruction is too carelessly attended to and *too long* deferred.

The truth and propriety of my remarks, and the loose and unskilful methods of teaching this department of knowledge, and the necessity of precise and careful attention to it in the

first elementary steps, may be enforced and illustrated by the following authentic anecdotes : The learned Dr. Parr requested a minister to preach to his parishioners, with the provision that his sermon should contain no word that could not be understood by the peasantry of the parish. When the occasion had past, the clergyman asked, if his performance had been satisfactory ? To which the Doctor answered in the negative ; insisting that *all* his congregation did not understand the word "Felicity"—which he had used in the pulpit ; and to test the point the Doctor called in his man-servant, and asked him if *he* understood all the language of the sermon. He promptly said, "Yes." "Well," said the Doctor, "what does *Felicity* mean?" John hesitating, at last said—"Felicity? why, I believe it is something in the inside of a pig!" The other occurred many years ago, at one of the public examinations in a Primary School, in my own presence : On the recitations of the Table of "Avoirdupoise weight," on answering the question, "What is it used for?" The usual answer from the book was given: "To weigh all coarse drossy goods, groceries, wares and metals, &c. (and so forth.*)" The examiner hastily asked, "What is that, and so forth?" The pupil, as quickly with earnestness, sillily replied, "a kind of vinegar!" Would not the words *drossy* and *wares*, included in the answer, still more have puzzled our Primary tyro, for a more sensible answer ! Definitions from a dictionary are generally too obscure, and should be simplified in teaching. Recitations from its pages are not to be depended on for learning the *meaning of words*. This cannot be acquired by the absurd practice of what is called defining, in the schools ; and which is too generally attempted to be done, by committing to memory a *string of words*, with another string of words attached to each, without ever practising the pupil to use the words, so learned, by an application of them in their different grades of meaning, or by altering the phrases in which they are used, or by substituting another word expressive of the sense ; methods which, while they are tests that the word is well understood, serve also to impress it more strongly on the memory ; but it is the gradual development of the mind by explaining the earliest reading lessons, that must effectually *accustom* the

pupils from the *first*, to define. This habit lays the foundation. A more extended means may then be followed by the methods of *Dictation*. First, "Oral Dictation," with response and interrogation; and "Dictation by writing on slates," in the same manner; these methods help both orthography and definition; they will be found more successful for the purpose than any other, while the most perfectly recited lesson of definitions and orthography from the columns of either a Dictionary or Spelling-Book, will be of but little avail, without these practical exercises. To confirm them in the mind in an intelligible manner both plans may be successfully used. But roting a Dictionary for learning definitions is almost useless, and a loss of time. The plan here recommended may be called the natural method, the other the artificial. It not only better informs the pupil, and is more agreeable, but it also becomes a more pleasing exercise to the teacher, who thus avoids much of the tedium of teaching from recitations of too frequent tasks in this branch of study. Dictation and interrogation, and the productive principle of *associations* as a method of classification, have the power of steam, and like its first advance in application, may be slow to be productive, and seemingly feeble in effect in the beginning; but let the teacher persevere and he will be surprised at the improved capabilities of the pupils. They who pursue the natural system may always be sure of the assistance of Nature. As in the right processes in the cultivation of the fields, he will be rewarded with an ample harvest from a rich mental soil, with less labor and exertion, and there will be all the freshness of nature in the successful results of such proper and intellectual methods of instruction.

In elementary steps of learning it is especially necessary to be thorough, thereby forming good habits. If on the Alphabet, let the pupil be taught the form and names of the letters, their divisions into vowels and consonants, the elementary sounds of them, and their application in expressing numbers, teaching them to name them not by rote, but as made on the Blackboard, the table of Numeral Letters, and to combine them and their use in forming syllables and words—the number of the letters, and the meaning of alphabet—then they

are duly prepared for brief lessons on the reading and spelling cards, with the continuance of definitions; and proceeding progressively with the punctuation marks affixed to the easy lessons, and to name and combine the figures preparatory to the use of the Primer, for the purpose of finding the page of the book and the number of the lesson, as expressed by the numeral letters. Let the work be progressive, completing one step, before taking another, care being taken so to vary and interchange the reading lessons as not to fix them in memory by repetition, an evil which is a great stumbling-block to advancement. Without very much painstaking this will greatly retard progress in learning to read.

READING IN THE PRIMER.

Before commencing to use the book great facility will be afforded by a thorough drill in the manner of using the book. Holding, opening, shutting it, turning the pages; and pointing the letters and words as read or spelt, or when required to show the place; to ascertain their attention and their knowledge of the place as reading. Very small children can easily hold in a precise manner (as they should) the Primer book, showing the thumb and little finger on the pages, and three fingers behind on the cover. The book shown opened in the left hand,* fairly in front of the right shoulder, three fingers of the right hand folded under the thumb, pointing with the fore-finger. Precision in this very matter, and an effectual drill, will remove a world of vexation for the teacher, and much trouble and perplexity for the scholar. Then teach them to point out the title-page, (the page on which is the name of the book), and the title or name on the back of the book, if any. The frontispiece—the picture in front or opposite the title-page, illustrating some specially interesting passage of the book. Teach the following definitions relative to the book,—table of contents, a list of what the book contains; leaf, two leaves of a book; page,

* Nearly one-half of the Primary scholars hold the book in the left hand.

one side of a leaf; margin, the white border of the book, and its use for reference.

If a table of contents, teach them its use, by looking up the lesson: let them also be accustomed to name the page and the number of the lesson, and its title, if the book is so arranged and divided. Everything begun rightly will continue so under careful and competent teaching, all the time reviewing those small matters as advancing. Good habits are thus timely formed, which not only help the lesson, but betters the heart by the moral influence inculcated and enforced. Besides, the bodily exercise is profitable, and keeps the mind the more active; and it is thereby the more impressive. There is an unhealthy action of mind, with moping habits. From this cause slow advancement is made in learning to read, and not from *stupidity*, to which it is often ascribed. If teachers will be themselves sensible and mend their ways. many a little lack-lustre eye will brighten up, and rough diamond minds be polished by the new process. The whole man may be thus trained by the daily processes of *Education*, instead of by "school ma'am" teaching; and force will be given to further opportunities of instruction from any other incidental source. As far as may be, every lesson should partake of the features and spirit of the plans here presented. Are these points trifles? is the method too minute? does it retard learning to read? No, it helps; for it gives intelligence. Suppose it does hinder, then it does that for the happy little mortal which is far better; it trains to better things than reading—it forms character, establishes principles, and makes them understood—it gives a right direction to the faculties, and at the right time,

A Primer class of thirty is assembled before the teacher: instruction may proceed thus: T—"Open at the title-page"—"show your book"—"point to the title-page"—"read it"—"spell Primer." "Prim-er, primer, a first book for learning to read." "What is Primary School?" "A first school for beginning to learn." "Shut your book." They take the right hand side of the book with thumb and fingers of the right hand,

and sliding the left from the hold of the book, to left hand cover, closing both by one motion, and leave it in the left hand back upwards. All the foregoing movements are followed out according to the previous directions. The book is again opened, and the pupils required to point to the several alphabets—Roman capitals, Roman small letters, Italics and Script;* point to the Arabic figures, Roman numbers; how many figures? Ten. Name them. One, two, three, four, five, six, seven, eight, nine, naught. How many numeral letters for representing Roman numbers? Seven. Name them. I, V, X, L, C, D, M.

Then combine some of them; not only examining orally, but requiring the combinations of the Numeral Letters and Arabic Figures to be read from the Blackboard. With the Primary class, such a brief review should occasionally precede the reading lesson, to secure the remembrance of all the elements already taught them. Proceeding to read, require the class themselves to find the numbers of the page and lesson, sometimes by being told it, and at others, by reading it from the Blackboard, as put down by the teacher; or if any, from the index or table of contents; this would be the more preferable way at all times when one is attached to the book. The teacher should rarely find the page or place for a pupil, but call on one near by to show; this calling into requisition the ability of the scholars, will fix attention and excite interest in the general operation of the exercise, while it also calls forth good feelings and sympathy; and every straw should be caught at, on which to build a hope of the least influence for their moral development, which is a matter never once to be lost sight of in the Primary School. Suppose the lesson found is "page 17, lesson ——" The teacher says, "Who can tell me the first three words?" one reads, "A sly fox," when each will have the fore-finger of the right hand on A. Let them then pronounce the words of the lesson to be read, lifting the fingers at each word, and putting it on the next word with a decided motion. After pronouncing a few lines, the teacher stops them,

* The writing or Script alphabet is found in Sander's New Primer.

saying, show me that last word, when the book is presented in front, the right fore-finger pointing the place, and they proceed. The teacher says, "Stop at Fur,"—"Fur, soft hair."—"What is fur?" Scholar, "Soft hair." A definition here and there is thus taught by the way, and such incidental lessons may be long remembered; no time is lost; while it also enlivens the way. Then the punctuation is attended to, and the hard words spelt; the finger being decidedly lifted and put down at each letter. Thus, the lesson designed to be read, is prepared for practice, each taking their turn, without coming from their place. By coming up to the teacher, time is lost, and also the attention of the class. The lesson of the one is the lesson of all; and their attentions, by practice, may be obtained, by causing them frequently to show the place. To be sure, some will be slow, and some inattentive; but such will be but exceptions. By proper discipline, calling their names, and pausing with a significant look or motion, the required attention will at last be gained, if the teacher has the necessary sweet patience and gentleness of heart. If one loses the place, let the next show. This they will readily do, and be incited themselves to a more fixed attention. It is interesting to observe the patronizing air assumed at such times, and the kindness of feeling called forth by the exercise of this little courtesy, and there seems a complacency resulting from the act which cannot but be beneficial. It is thus an advantage that mistakes occur, as they urge to vigilance on the part of the whole class, and afford opportunities of moral influence. How pleasant all this exercise and animation; how congenial to the young and frisking child, and agreeable, too, to be thus controlled by a watchful discipline! Thus pronouncing, pointing, lifting the finger, putting it up and down, gliding it along, shoving it upward and downward, to signify inflection, showing the place, giving and receiving definitions, spelling, &c.; the blood freely flowing, leaving no occasion for fretfulness. Interest is excited, attention fixed, thought started, and the whole mind invigorated, and the physical powers *refreshed*. A large class may thus be more efficiently taught, and with less labor, than by each scholar coming to the teacher to read, and the rest taking little or no part in the lesson, as is sometimes

done. The definitions of a Primer lesson may thus be dictated, and questioned on, and then used as a spelling lesson, with definitions. It would require but few repetitions to fix it in the mind, first taking the whole phrase, and then each word.

A shy fox,—a fox that is shy. A fur hat,—a hat made of fur. A red fan,—a fan of a red color. A sly cat,—a cat that is sly. A new top,—a top not old. A fat pig,—a pig that is fat. A big tub,—a tub that is large. An old rat,—a rat not young. An old hat,—a hat not new. (Animals, old and young; things, old and new.)

A —One of a kind.*	Top —A boy's plaything—the highest part.
Shy—Afraid.	Fat —The oily part of flesh.
Fox—A wild animal.	Pig —The young of a hog.
Fur—Soft hair.	Big —Large.
Hat—A covering for the head.	Tub —A vessel for washing.
Red—A color.	Old —Not young.
Fan—A leaf for cooling.	Rat —A mischievous animal.
Sly —Cunning.	Mischievous—Doing harm.
Cat —A domestic animal.	
New—Not old.	

Lessons from the A B C, and onwards, taught with care and precision, by the plans herein severally illustrated, would be intelligible to all; and mind would be strengthened to more vigorous efforts for advancement. Although, actually, learning to tell all the words in a sentence (commonly called reading) might possibly be hindered, yet they would sooner be brought to a point at which they would read with proper emphasis and cadence; because, understanding what is read, (which is certainly a *first* step in learning to read,) some of the first books used in the school are too simple, even to puerility,—and it is urged that first lessons must be *very easy*. For the contrary of this, instance the following paragraphs, from so good an authority as Mrs. Barbauld. She remarks, on this subject: “Among the multitude of books written for children, there are none adapted to the comprehension of those very young. A grave remark, or a connected story, however simple, is above their capacity—and *nonsense* is always below it; for Folly is worse than ignorance.”—e. g.

* Each definition is questioned upon, as A—what is A?—one of a kind.

"June is come. Get up—you must not lie so long in bed now; you must get up and work before breakfast. What noise is that? It is the mower whetting his scythe. He is going to cut down the grass. And will he cut down all the flowers too? Yes, everything. The scythe is very sharp—do not go near it! Now we must make hay; now put it in the cart. Huzza! Hay is for papa's horse to eat in winter, when there is no grass. Do you love strawberries? Gather some—they are ripe now. Get a bunch of currants—strip them from the stalk. Let us go into the fields to see if the wheat is almost ripe. This is a grain of wheat; this is an ear of wheat; this stalk makes straw; now it must be tied up in sheaves; now put a great many sheaves together and make a shock; carry it to the barn. There is a poor old woman, picking up some ears of wheat; and a poor little girl that has no clothes hardly. They are gleaning. Give them your handful, Edward. Take it, poor woman; it will help to make you a loaf. Poor woman!"

How many ideas may be gathered from these few sentences;—how full of thought—how much mental aliment may be drawn from them, and what sweet influence to guide to purity and virtue! What a help to teachers is a book prepared on right principles, and what a blessing to the pupil! How different this from the bald and unmeaning matter sometimes found in early lessons for children; such as "An ox is at us,"—"He is in or on," "I am at it," &c. Observe the features of the previous paragraphs: they have simplicity, without puerility—a repetition of the same words, an occasional difficulty, variety of punctuation, and, of course, of inflection and pointed meaning. Here is mental and moral development, and yet we continue to have two letter and three letter lessons, without any of the foregoing right principles and interesting features—with scarcely any punctuation but the period, and that not noticed, because "the pupil is too young." Observe in the above extract the words scythe, whetting, breakfast, everything, strawberries, currants, sheaves, gleaning; the difficulties in these words are an advantage, as much so as an occasional roughness when beginning to walk; and why should not a primary scholar even in the alphabet, combine the letters to spell thumb

or throat, and give the meaning? And why should such words be excluded from early lessons, because one has a silent letter and the other a diphthongal sound?

I can see no reason for "First Lessons" being confined to words of two or three letters; such lessons may be progressive, but they are not productive. Long words, by successive syllables, are as easy to spell as short ones. There is no greater difficulty in the word cyl-in-der (cylinder), than in the three words dog-and-cat. In some "First Readers," the lessons are precisely quadrated with the spelling tables—even from a-b, ab, and the reading lesson being made to correspond with the spelling lesson, is confined to words of the same number of letters. This is unfavorable to advancement in reading, for the reading matter, being restricted to such combinations only, is unintelligible and uninteresting, rendering it always difficult to acquire a right accent or natural inflections. The first lessons formerly in use in our public schools were of this character, and the two classes of the school using them, were named "The *Drag* Classes," from the slow progress of the pupils at this point of their classification. The reason to me is obvious,—such lessons are stultifying, dry and unintelligible. I observe, too, invariably that where such lessons are used, the pupils acquire a habit of emphasizing the word *it*, whenever it ends a sentence; perhaps, the very first lines ever read have, in such cases, run thus:—"I am at *it*," "he is in or *on*," "an ox is at *us*,"—whence the habit would naturally occur. Let *spelling tables* be thus classified, but let primary reading lessons have fuller scope and more variety of reading matter, and they will then conform more to common sense. Words about horses and dogs, of the flowers and butterflies, and of a good child, by attractiveness and interest, would advance the pupils with far more facility and success, because with pleasure. This also would guide to natural inflection and emphasis, because it would be understood and, of course, talked aright,—not read out of a book. This leads me now to remark, that the young learner is always retarded in progress by the practice of stopping to *spell* the words they stumble at; which is the process in many of the schools. The proper course is to have one or all the class to tell, not the pupil to spell—spelling does not teach to read, but is rather a

hindrance. Spelling is telling the letters of a word ; orthography and reading are different branches of instruction ; orthography in practice, is telling the letters of a word by their *name-sound* ; reading is telling the words of sentences as recognized by their forms, and pronouncing them with significant accent and inflections. When failing to pronounce the word, then the direction should be "tell," not "spell." Teachers will, of course, occasionally be required themselves to tell, but, when possible, it is preferable that the pupil prompt rather than the teacher. Spelling may aid to recognize words, if the letters that comprise them are remembered ; but this is not likely. The knowledge of words as that of letters, or other things, is gotten by their shapes ; and the reason why letters and words are not so easily learned at sight as other objects, can only be from diminution of size. The words—butterfly—dog—scythe—axe—inkstand—pencil—bat—ball—ignorance—farewell—eggs—these words differ as much in form, as the several objects they express, and must in the same way be recognized or learned by their forms ; now, by spelling a word, we disturb its shape ; by dividing it into several different objects, and each one of them, as named, do not at all give the sound of the word. For example the word "bat ;" if spelt B-a-t, sounds only Bee-ai-tee. If the same word is to be looked up in another part of the page or lesson, it is not recognized by the letters, but by its whole form as any other object would be ; and resolving it into several letters or shapes, as long as using the name-sound of the letters, does by no means give the knowledge of pronouncing it. But if spelt by its elemental sounds it might aid the scholar, inasmuch as *ib-ah-it*, sounds Bat. But the question, "What does a boy strike a ball with?" might, from its association as answering the question, recall both the word and the object, and also their forms, and be more of a help than spelling, even by the elemental sounds. Another objection to the practice, is the loss of time by repeating the letters, and reiterating the sounds of syllables so frequently, as required in the early lessons. Long experience teaches me it is an error to spell while learning to read. It is usual to have

the difficult words of the lesson in a table of spelling preceding the lesson. These words should be first spelt, and others of difficulty, which may have been there omitted; then the spelling column referred to would aid the pupil by association to again recognize the word. Such a practice might be a help to read. The arbitrary dictum of the teacher may constrain a child to say that a—b (a-bee) spell ab. But the reasonable faculties of an adult would be perplexed and hindered; consequently, in adult schools, it has been found necessary to teach to read entirely without the use of the alphabet, as the contrariety of the process presented a difficulty not to be overcome. In Sunday Schools, especially prepared tables of words called "Freeman's Lessons," have been long used as a requisite for the purpose; correctness of orthography consists in the letters used, and there is no inconsistency in making such use of the letters by their name-sound; but the practice of spelling, while reading, offers no facility in that branch of instruction. Therefore, so soon as the teachers shall have abandoned this old-fashioned dame's-school method of essaying to learn to read by spelling the hard words, they will find a chief stumbling-block removed, and may then hope for a more rapid advancement of their scholars from the Primer classes. Another facility, and by no means a small one, as it may seem, is that of guiding the eye by the use of the finger, as already alluded to. This not only guides the eye, but aids the memory; and very much will depend upon the nicety and activity of manner in doing this. I should, therefore, advise a thorough drill on this mechanical process, till the scholars are expert in it; and it will be found that it will repay the painstaking given to it. The use of the Blackboard should be continued with the Primer Class for combining the Arabic figures and Roman numbers, and learning to read the words they spell, as *written* on the board. This practice is already well attended to in some of the schools. Former lessons must be reviewed and no previous steps allowed to be forgotten.

THE ADVANCED CLASSES.

In exercising the advanced readers, the same course is to be pursued, but to larger extent. Previous to the reading exercise, the words of the spelling columns, or if none, then the difficult words of the lesson should be pronounced by the class jointly, each taking a word. Sometimes they might be rapidly pronounced and spelt, and the definitions dictated by the teacher; while reading, they should also be called on to explain the pauses alternately; and sometimes, the whole class answering, and also to define a word as it is used in connection; this should be to some extent practiced, not only to keep up attention, but to exercise the faculties, while adding to the stores of memory. For, if previous steps have been properly taken, they will now begin to form definitions themselves. All that is acquired in this way is not only great gain, but valuable as giving encouragement and confidence in their own efforts. Repeating words, not understood, may strengthen memory, but weaken the other faculties; the contrary strengthens them, and is more productive of substantial good.

ARITHMETIC.

No sure progress can be made in "the science of numbers," without an exposition of the elemental steps by *objects*,—and through them to the operation by figures. The significance of figures is a mystery, without the fundamental steps. The Numeral Frame is, therefore, necessary for introductory instruction in the knowledge of numbers. It should be used with the youngest children in these exercises of counting, which is the first step of addition. One, and one more, are two; and two, and one more, three; or, one, two, three, &c. Adding and taking away, or addition and subtraction, becomes by operations on the Numeral Frame, easy to be understood; and twice one are two; and twice two are four,—equally so. Even fractions will prove no puzzle, by such explanations as may be given by this useful apparatus.

EXAMPLE.

Move forward four Balls, and ask—

T.—How many have I moved forward?—*Four*.

How many more than four?—*None*.

How many less?—*None*.

Then four is, *is the whole of four*.

Move forward another four.

T.—How many more?—*Four*.

Is it the same number?—*Yes*.

Then *four* is equal to *four*?

Tell me how many equal parts are here?—*Two*.

How many in each equal part?—*Four*.

How many altogether?—*Eight*.

Then two equal parts of four each, makes—*Eight*.

(Then separating them say)—and one of these equal parts is *half* of eight, and the half of eight four.

How many equal parts now?—*Three*.

How many in each equal part?—*Four*.

How many altogether?—*Twelve*.

Then *four* is the third equal part of twelve.

Or the *third* of twelve.

Then the pupil may repeat understandingly, four is the *third* of twelve.

Eight—two-thirds of twelve, and *twelve* the *whole* of twelve.

Care should, however, be taken that these explanations proceed extremely slow; that the pupils may have sufficient time to observe and think; for the teacher may feel, that knowledge thus obtained is secure, and becomes an intellectual seed, producing more. Arithmetic is too frequently begun to be taught by abstractions. Learning the tables from the book, or the dictation of the teacher, without first having the actual knowledge that number is the increase of objects, and figures are signs for number. This forms but a slight foundation for calculating, which is “reasoning.” Even advanced pupils so taught may be well trained to working rules, without understanding principles. It is important, therefore, that the elements be so taught as to be clearly comprehended. Nature’s first lessons are through the outward senses, and Numbers,

more and less, form the basis of all the future advancement of the reasoning faculties. The right use of the Frame and Balls is important in a Primary School; as sometimes used, it is rather a toy to amuse, by the motion and color of the balls, which excitement the better impresses the lesson on the mind—right or wrong. The knowledge of the figures is to be taught by presenting the figures—illustrated by the number of balls—enumeration having been first taught by objects—and having been accustomed to make figures. Notation and enumeration may thus more easily be taught, but these steps are frequently omitted, and the pupils hurried through the rules, and unable to perform, even tolerably, in the *first* two rules.* The present course of examination, however, shows much improvement on this point of elemental instruction. Making figures of a good model, and so placing them as to read them correctly and rapidly, is of the first advantage in this important and useful branch.

GEOGRAPHY.

From the facility with which Geography may be taught, and the variety and agreeableness of the subjects it presents, it is a pleasing study in the Primary School. The varied associations by which it may be impressed on the mind, and the facility of tracing its features on conspicuous and well-colored outline maps, enable the pupil to make rapid and extensive advancement in it, without abridging the due proportion of time required for other studies, or further burdening the memory with the words of a book. The large outline maps are neglected for the use of geographical class books; and the little 6 inch globes not at all used, as I have yet found; though these pictures of the earth's surface should be the only first lessons in this branch of study. The geographical terms used to be interestingly taught in the schools by the use of the water-map (hydro-geographic map), on which all the various estuaries, &c., were represented by being sawed out of wood, placed on a plain surface and surrounded with a ledge or border, and when filled with

* Notation and Numeration.

water it presents in an exact and natural manner the different forms of land and water, the points of the compass, latitude and longitude by the equator and a meridian; sunken rocks, harbors, inner and outer passages, &c., which made it a useful epitome of the subject, for the purpose of teaching the elements of this study. Such maps might be constructed of iron or gutta percha and if well painted, would be cheap, useful and lasting. With a cork boat, mast and bowsprit of needles, sails of paper, with a thread and crooked pin to cast anchor in port, with a small load-stone to attract it, the water parts might be pleasingly traversed, illustrating latitude, longitude, and crossing the line (equator), or blowing a south wind to drive it north, &c., and to blow the water into waves. "Colton's Diagrams of the geographical terms" are a good substitute for the water-map, though not so illustrative and practical. With or without these helps, the geographical terms are best taught orally, care being taken to express them in a plain and concise manner, referring to a map or diagram for illustrations. For instance,—

A *Peninsula* is land almost surrounded by water, or *almost* an *island*, (pene-insula.)

A *River* is a large stream of water running downward to the ocean or sea, or into a bay, or gulf, or another river. [Here explain on the map.] "It runs down this slope, to this sea; it empties into this river, &c.; there is its source; there is its mouth; there it *rises*; there it *discharges* its waters."

An *Ocean* the largest division of water.

A *Sea*, a body of water next in size to an ocean.

A *Continent*, the largest natural division of land.

A *Strait*, a narrow passage of water, uniting two larger portions of water.

An *Isthmus*, a narrow strip or neck of land, uniting two larger portions of land.

A *Gulf* or *Bay*, water extending into the land, (a gulf farthest in, and a bay less so, though these terms by geographers are arbitrary, and sometimes used without distinction.)

A *Mountain*, a high elevation of land.

A *Hill*, an elevation of land less than a mountain.

A *Cape*, land stretching out into the sea.

A *Promontory*, a mountainous cape.

The pupil also may be taught to observe the analogy in forms between those of land and water,—an island and a lake, an isthmus and a strait, a peninsula and a bay or inland sea. A Cape, land stretching out into the water—a bay, water stretching into the land; a continent, continued land—an ocean, continued water. Elementary instruction should be so plain as to be entirely understood, being, as far as is possible, well illustrated. The tasking by the books may prove a good discipline for the mind, but though this be the practice, it would still be preferable to use with it the outline maps, and oral instruction. A simple map of the school-room (a picture) on a Blackboard, to be copied by the pupils on their slates, will perhaps best introduce this subject—adding to it the adjacent street, showing its boundaries—north, south, east and west. Illustrate the points of the compass, by requiring of them to turn their faces to the point in the Heavens where the sun is at 12 o'clock, and stretching out the hand to say—south; then turning their face to the opposite point to say north; and then the right and left hand, saying alternately north, south, north, south; then stretching out each hand, say east, west, east, west; then, having drawn this map looking towards the north side of the room, they will, I think, clearly comprehend the maps from which they are to be taught. The geometrical solids; a sphere and spheriod, will present to them the idea of the earth's shape. Then a globe suspended on a string in the hand, by twisting the string, will illustrate diurnal motion; and at the same time, swinging it around to represent its annual motion. After this, direct the pupil's attention to the map which covers the globe, observing that the north end has most land, the south end most water; that in the eastern hemisphere the land is broad, stretching east and west; and in the western continent it is narrow, stretching north and south. Turning the earth on its axis—bid the pupil observe that it protudes beyond the surface like a stake or pole; then show the north and south end of the globe, and roll it on the table, with the fingers on the two extremities, saying, "north and south pole," or north and south ends of the earth—called poles in geography, because the axis of an artificial globe protrudes beyond it. But as the earth rolls in space, a line from north to south is an imaginary, not

a real axis—a central line north and south—the centre of its motion. These are preliminary and progressive steps in geography. Taught orally (as it should be) by the little globe, and large outline maps—a clear knowledge of its elements may be thus easily acquired—but by lessons from books only, perhaps, never; though this may not necessarily preclude the use of primary geographies for tasking; and as a help to fix oral instruction in the mind, and improving the pupils' faculties of observation by the use of the smaller lettered maps of the book, by their own efforts. It will be easy for the pupil, mentally, now to transfer the map of the little globe to a plain surface, and to perceive that it is like drawing a portrait or an apple on canvas; and that the map on the plane surface is a representation of that on the globe; and that all maps are outline pictures or representations of parts of the earth's surface, to show how places are situated one from the other. So that we may learn particulars about their natural and political divisions—of mountains, lakes, rivers, towns and cities; and that such is called Geography, or a description of the earth's surface. The first lesson from the maps should be general, from the outlines and hemispheres, with an occasional reference to the small globe. (This is important.) Then, to familiarize the pupils with the points of the compass, (a most essential part of elementary instruction in geography,) first point out the *equator* as the middle division of the earth's surface, considered as a line running around the globe, east and west. Then point north and south, dictating; the pupils repeating till they are able to tell rapidly, at sight, the position of the pointer, as it is directed by the teacher. Then point out the meridian, separating the eastern and western continents; exercising them in the same manner till entirely familiar with north, south, east and west; sometimes adding the words *longitude*, and *latitude*, continuing the same manner of exercises while naming the different divisions of countries. For example: the Gulf of Mexico, (pointing significantly,) south of (pointing) North America; the West Indies, south of the United States; the Pacific—west, &c. Continue the use of this map till familiar with it, its general features, and the outlines of Europe and North America. Then they should proceed to the map of the United States—first tracing its

boundaries, then naming the States in succession till familiar with their names. Then take them in divisions—Eastern, Northern, or Middle, Southern and Western. Then the principal rivers and ranges of mountains; continuing to name by *frequent* repetitions the relative locality of the States, their capitals, rivers, &c., while rapidly pointed out. Notice, also, remarkable features of the country; its slopes, mountain ranges, spurs and basins, and the consequent course of the rivers.

In the progress of every successive lesson from this point, the aid of association, by naming the product and staple commodities of the several States, historical facts, remarkable curiosities, high mountains, manufactories, &c., occasionally naming each separately. Say—This is the *Lumber State*—this the *Wheat State*—*Cotton State*—*Sugar, Tobacco, Rice, &c.* Here is gold; there lead, iron, coal, &c. Then, pointing, review interrogatively—What State? its capital, rivers, mountains? What products here? What in this? This? &c. The rivers may be classified by their courses. All running South, North, &c.; all from the basin of the Mississippi, emptying into the Gulf of Mexico, east and west along its shores. Passing to the Atlantic slope, name those emptying into the Atlantic, tributary to its large rivers or bays, and the tributaries and branches of large rivers and the point of compass in their course. The maps of the United States should be well traversed, at least as to its topography, before proceeding to other maps, taking care to use again the map of the hemispheres, to show the situation of the United States in respect to other countries, and to observe that the eastern and western continents are contiguous at Behring's Straits, and the position of other countries in connection with them. Direct attention now to the tropical circles, zones, meridians and parallels of latitude, &c., as presented on the map of hemispheres, and also the little globe. Pointing from place to place, from circle to circle and zone to zone, in the same manner as directed in regard to the points of the compass, saying while pointing—what zone?—what line?—latitude?—longitude?—is this north or south? &c., by the limits of respective zones, and parallels of latitude, communicate the idea of climate, as hot, cold, temperate, and the changes of climate or temperature ir-respective of latitude,—as affected within their limits, by means

of the adjacent oceans, high mountains, broad lakes and forests, deserts, sands, line of perpetual snow, &c. ; notice also the fruits, products and animals peculiar to each locality.

Topography, or the mere locality of places in respect to each other, is so agreeably and rapidly learned through the eye on the usual outline maps, with their bold features and vivid coloring, that no great effort of the teacher will be required, if care has been taken with the *preliminary* lessons on the *points of the compass*, latitude and longitude, and the lines on the little globe. Much pains, however, should be taken, from the commencement of this study in the Primary school, to give a clear knowledge and comprehension of the physical features of the earth's surface, not so well presented by the maps, sometimes left to a later period, but best learned at the elemental steps of this study. The grade or slope of a country should be observed ; its mountains and internal water sources and the flow of its rivers, which denote much of its physical features. For example : observe the western coast of South America, where the Andes, with their table lands and very precipitous descent on the coast, forms no basins drained by rivers, other than such as are short and rapid and unfit for navigation. Pass to the east of this vast ridge, and notice how its *lengthened slopes* feed the expanded Amazon and its tributaries, and then the Brazilian mountain forming another basin westward, to send down the Uruguay, Paraguay and La Plata to the south Atlantic. Contrast the Chilian coast, averaging one hundred and twenty miles in width, with the broad western slope of the Rocky Mountains traversed by the Columbia for a thousand miles. Trace out the Great Western Valley formed by the Rocky Mountains and Alleghanies ; showing how the waters of Missouri and Mississippi are made to course southward to the Gulf, and the slope east of the Alleghanies, coursing all its rivers to the Atlantic-Ocean. Observe, too, that the waters of Lake Erie flow north east to Niagara and Ontario, and that that Lake must be higher than Ontario—Ontario higher than St. Lawrence, and so on to the Gulf ; and that the Hudson River is higher at Albany than at New York. A drop of water kept stationary on a slate as on a plane ; then set in motion by a slope, would possess the pupil of the idea never to be forgotten, with this reference to the map

for mountains, valleys and coast, with the consequent flow of the rivers *down hill*. It may be observed, that they sometimes course over plains, as those of Peru on the western coast of South America, the rapid descent to which, forms over its short plains or slopes, streams swift and shallow, but not navigable; and the waters of the Drave, Save and Danube, carried across the vast plains of Hungary, but with scarcely a perceptible current. A clear understanding of this part of Physical Geography is important, as showing the relation everywhere existing between mountains and rivers, and between the elevation and length of the slopes of a country, and the length and rapidity of the rivers which drain it. Voyages might be traced out by the pointer, naming the localities passed over. Leaving New York, cross the Atlantic east by north to the English Channel, Straits of Dover, North Sea, Skager Rack, Cattegat, Island of Zealand, enter the Baltic Sea, Gulf of Finland, River Neva, to St. Petersburg. Returning, take the west side of England through North Channel, Irish Sea, St. George's Channel, Atlantic Ocean; again, Straits of Gibraltar, Mediterranean Sea, Archipelago, Dardenelles, Sea of Marmora, Straits of Bosphorus, Danube River to Vienna; and returning across the Atlantic, then through the Narrows to New York Harbor. Occasionally name islands, bays and seaports; their commerce and manufactures. Such practical lessons would prepare the way for future exercises of a matured character in the upper schools, such as the composing of a narrative of a voyage, say from New York to Constantinople, giving the incidents and commerce connected with it. Should such lessons first be pursued in an elementary manner in the Primary School, by the methods here recommended, it would not only make their pupils more intellectual scholars, but leave them more leisure in the advanced schools for acquiring a more complete knowledge of Physical Geography, and for problems on the globes; and also for connecting with geography (which might well be done) some principal facts of general history, which would be of great advantage to Common Schools.

OBJECT LESSONS ON COMMON THINGS.

Lessons on objects and common things, and a continuation by the highest class, to "elementary principles of Natural Science,"* have, as yet, received very little attention in the Primary Schools, though treated of in previous reports, and their usefulness enforced. It still seems to be a bugbear with the teachers, as if there might be unusual difficulties in teaching it. Yet, perhaps no other branch of instruction can be practised with equal facility; and no other is better calculated to render the scholars intelligent and observing. Such lessons, by extension and consequently increasing interest, would render the pupils of the higher classes in the Grammar School more intellectual as they advance in their studies, which characteristic might be further strengthened by short oral lectures on the natural sciences, at times with apparatus, &c. The teaching of a knowledge of common things in the Primary School would prepare the way for such methods and subjects of instruction as would much advance the standard of general intelligence in all the schools. The first lesson should be on the things they wear, eat and use, for, although they may be familiar with their names and uses, nevertheless they may be quite ignorant of their nature and character. The acquirement of such knowledge, then, will be a new and continual source of pleasure to them. Speak of the soul, of the moral sense, the social duties, with the evidences of the benevolence of the Creator, with everything connected with animated nature. Such ideas should pervade these lessons generally by brief suggestive observations. The food we eat—flesh of ox, calf, sheep, and swine, &c.; all edible substances, roots, grain, fruit, &c., and specimens of the animal, vegetable and mineral kingdoms should be always at hand—a beetle, a tuft of grass or twig, and a piece of iron. A general collection of objects, however, such as may be conveniently obtained, should be kept for this purpose,—tin, lead, brass, iron, glass, brick, wood, leather, morocco, muslin, calico, gingham, chintz, woollen cloth, wool, cotton, chinaware, flax, with cloth of each, broadcloth, flannel, worsted thread and yarn, muslin, cotton thread, thread of flax, linen, canvas, lawn, cambric; barley, bees-wax, bark, wheat seed,

* See "Manual of the Board of Education."

charcoal, citron, cinnamon, cork, cloves, coffee, cocoa, corn, coal, ginger, india rubber, ivory, mace, oats, paper, pepper, pewter, shell, spices, sponge, steel, &c. Such a variety box would be a rich source, not only of useful knowledge, but of amusement, and if named, spelt and talked about, would greatly improve and develope the faculties. These *objects* would soon be distinguished, and their uses, &c., become familiar to the pupils. The whole subject might be further classified by dividing them into natural and artificial. The natural as creations of God, The Creator ; artificial, those made by art or skill of man ; some called manufacture, from *manus*, a hand—*facio*, *factum* to make ; from *fabrica*, a frame ; that is, woven on a frame, as all cloth. Honey, wax, oil, milk, raisins, hair, cotton, wool, are *natural* substances. Paper, cloth, leather, brick, muslin, silk, glass, linen, soap and parchment are *artificial* ; some of them, as paper, linen and muslin are made of vegetable substances ; others, such as leather, silk and parchment, of animal substances. Soap, animal and vegetable (fat and ashes) ; glass, mineral and vegetable (sand and pot-ash). The general classification of the animal kingdom will excite the love of nature, so characteristic of the young, and which is desirable by all means to cultivate. *Animals* are all that have life and move about of *themselves*. *Vegetables*—All things that grow out of the ground. Minerals—those things taken from a mine ; when first dug up, called *ore*,* when melted and refined, metals ; sometimes found pure, but generally mixed with other substances, and requiring fire to refine them.

Another division of natural objects is Organic and Inorganic. The first comprises all that has, or once had life, with the organs or instruments by which it is sustained, such as the organs of breathing, circulating blood, or sap for sustaining life. *Organic remains*, such substances as once had life. The Inorganic comprises minerals or metals, air and water ; the first two, sometimes found on or near the surface, but generally dug from a deep cut or pit in the earth (a mine) hence called minerals ; those most useful to man, iron, copper, &c., are found nearer the surface. The

* Orato, to dig.

common and plentiful minerals are those which most minister to man's comfort and convenience. Coal is used for fuel; quartz, manufactured into glass; feldspar, into porcelain and pottery; burr stone grinds our grain; sandstone sharpens the knife that cuts it when made into bread; lime-stone gives us quick lime and plaster and whitewash; gypsum, hard plaster, and a fertilizer of the soil; hydraulic lime, cement; and serpentine yields magnesia, a medicine, and chrome yellow, a paint, &c. *Animals* are divided into *mammals*, those nourishing their young, quadrupeds (*quatuor pedes*, and four feet), cows, camels, horses, sheep, &c. *Quadrumanus* four handed (*quatuor* and *manus*, four hands,) as monkeys and baboons, and *cetacea*, or the whale kind. *Bi-manus* (or two hands), as Man, standing at the head of creation. Next, *Bipeds* or *BIRDS*, animals with two feet, feeding on seeds, worms and flesh. *Reptiles* (from *repo*, *reptum* to creep), such as snakes, lizards, toads, frogs, crocodiles and tortoises. *FISHES*—Those living in water, with fins, instead of wings, feet, or hands, for motion (except the flying fish). *Insects* (from *seco*, *sectum*, to cut), whose bodies are divided into three parts, flies, bugs, bees, wasps, butterflies, spiders and beetles, or animals with cold white blood and no bones. *Vermes*, which are soft-bodied animals without limbs.

And lastly, *Mollusca*, (from *mollis*, soft), or soft-fleshed animals, as oysters, clams, &c. These details, if briefly given by frequent lessons, as far as may be, accompanied by the objects, will be well remembered; and by increasing the powers and habit of observation, will become new means of augmenting their knowledge; while their moral influence will be to attract their attention to the benevolence of the Deity, and to withdraw the mind from vain and trifling thoughts to those which are solid, useful and beautiful. The teacher should keep a list of the things taught, and frequently review it. The reading lessons will afford frequent opportunity of bringing this kind of knowledge into use, and together with any object around them in the school-room, will also afford subjects for such instruction in short oral lessons; a box containing scraps of natural and artificial objects, if prepared for use in the school, would, I fear, oftentimes be neglected, and a *paper* lesson used instead. A catechism of

questions and answers, sometimes full of mysterious sounds, without meaning, requiring a second course of interrogatories to explain the terms. This method of illustrating by objects, or teaching things instead of words, seems to an unexperienced teacher too slow a process; yet, it is that by which Nature brings all things to perfection. The growth of a tree cannot be hurried, neither can the development of mind. The neglect of apparatus is common in schools of every grade. In the Primaries, I find the Numeral frame a toy,—often broken and laid aside—the little 6-inch globe stands for months rusting on its axis, on the shelf with other things of use—

“Like broken tea-cups *wisely* kept for show !”

a reproof to somebody. * * *

After the principles herein presented and detailed, I have endeavored in my examination of the classes and visits to the schools, that my vocation should not vainly be “only asking questions of little children;” but so to present the various subjects, and so bending my attention to such methods of questioning, as should be tests, not of their knowledge of books only, but of things and principles—testing their mental and moral development, not the depth of their memory, trusting that such a course would sometimes, if not generally, prove suggestive to the teacher of the necessity of a less mechanical system of instruction than has more generally prevailed and been adopted, and supplanting that rote system by books or otherwise, by one of more intellectual character. It will readily be conceded that a child thus taught and developed in mental and moral powers would show at once its right training by intelligent answers, and a countenance evidencing a *delight* in mental occupation. Some such I occasionally find even among the Abecedarians, or rapidly advancing through the routine of the advanced studies on the way to the Grammar School. So trained, they will not fail to do well, when there “having been fed with bread, they will not be put off with a stone.” They will carry with them a soil already fruitful, and well prepared for further cultivation; so well trained in the rudiments, they will have vigor of mental capacity to cope with the further difficulties of the advanced steps of knowledge, just as the well developed physical powers would

enable them to grasp and sustain a greater weight. For want of this right training in the Primary Schools, it is that we find in the Grammar School, Academy and University those so puny in mental powers and so feeble in moral development, in a right direction, as to unfit them for the great business of life, for which, indeed, they might have been well fitted, while blest with moral instruction and right mental training, by oral instruction *only*, without the artificial advantages of books and the higher studies, consequently so little understood. On the contrary, with cheerful and gentle spirits, from moral influences and vigorous mental powers, from a right early training, they will still be found eager in pursuit, and sure of success; and the diligent and devoted teacher, the honored instrument of so good a work, with a right spirit of humility, may adopt the language of Mrs. Barbould, and say: "The task is humble, but not mean; for, to lay the first stone of a noble building, and to plant the first idea in the human mind, can be no dishonor to any hand."

S. W. SETON,
Assistant Superintendent.

December, 1856.

APPENDIX.

STUDIES.

Reading,	Tables,	Dictation,
Punctuation, .	Arithmetic,	Writing,
Spelling,	Common Things,	Drawing,
Definition,	Geometricals,	Moral Code.
Roman Numbers,	Minerals,	

REQUISITES.

Blank Books,	Box of various objects—natural and
Spelling and Reading Cards,	artificial, viz. : Cloth, Leather, Me-
Alphabetical Cards,	tals, Wool, Cotton, &c., for teach-
Capitals and Small Letters,	ing Common things,
Geometrical Chart,	Box of Geometrical Solids.
Outline Drawing Book,	

ROCKS AND MINERALS, 27 SPECIMENS, VIZ. :

<i>Granite Range.</i>	<i>Lime-stone Range.</i>	<i>Volcanic.</i>
1. Quartz,	11. Granular lime,	21. Lava,
2. Felspar,	12. Compact lime,	22. Pumice stone.
3. Mica,	13. Statuary marble,	
4. Granite,	14. Gypsum,	<i>Miscellaneous.</i>
5. Hornblend,	15. Hydraulic lime,	23. Coral,
6. Sienite,	16. Rhombic Spar.	24. Organic Remains,
7. Pudding stone,		25. Iron ore,
8. Buhr stone,	<i>Serpentine Range.</i>	26. Anthracite coal.
9. Sand stone,	17. Serpentine,	27. Bituminous coal.
10. Crystal of quartz.	18. Soap stone,	
	19. Talc,	
	20. Asbestos.	

* Model Figures, see p. 101.

Numerical Frame, see p. 100.

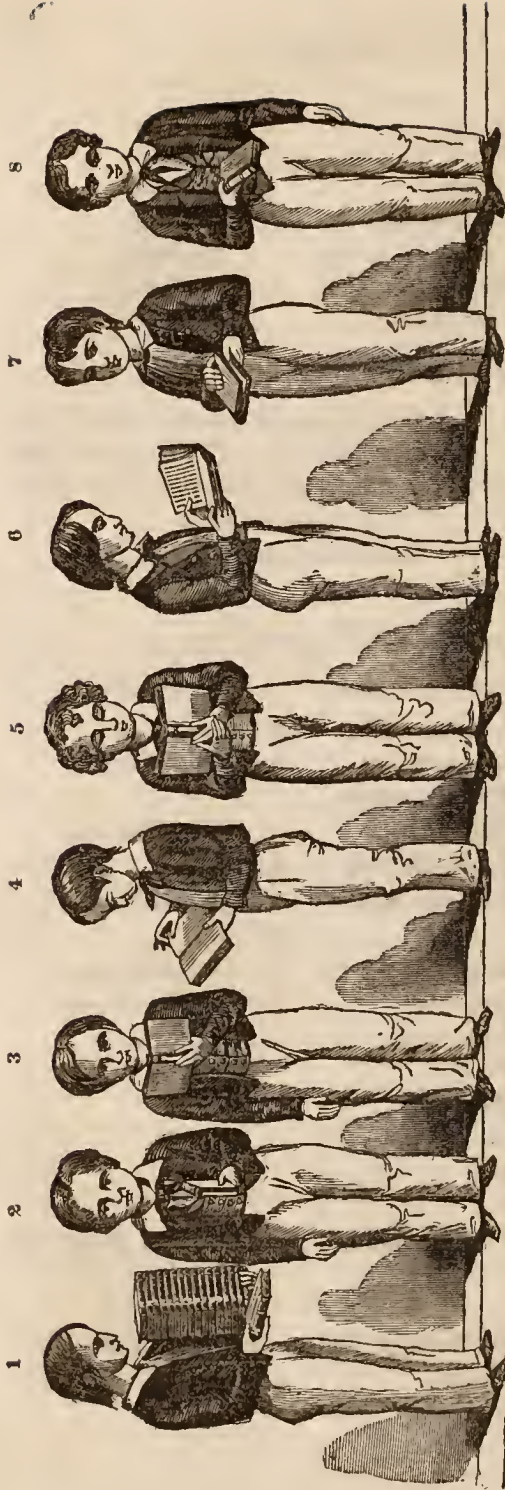
A foot rule.

Syllabarium (spelling stick,) with dissected letters, (single letters on cards,) see p. 101.

5-inch globe.

Outline Maps, including large maps of Europe and the United States.

Primer and other reading Books.



BOOK MANUAL.

THE pupil should stand erect,—his heels near together,—toes turned out,—and his eyes directed to the face of the person speaking to him.

Fig. 1. Represents the Book-Monitor with a pile of books across his left arm, with the backs from him, and with the top of the page to the right hand.

Fig. 2. The Book-Monitor, with the right hand, hands the book to the pupil; who receives it in his right hand with the back of the book to the left; and then passes it into the left hand, where it is held with the back upwards, and with the thumb extended at an angle of forty-five degrees with the edge of the book, (as in fig. 2,) until a further order is given.

Fig. 3. When the page is given out, the book is turned by the thumb on the side; and, while held with both hands, is turned with the back downwards, with the thumbs meeting across the leaves, at a point judged to be nearest the place to be found. On opening the book, the left hand slides down to the bottom, and thence to the middle, where the thumb and little finger are made to press on the two opposite pages. If the pupils should have thus lit upon the page sought for, he lets fall the right hand by the side, and his position is that of fig. 3.

Fig. 4. But, if he has opened short of the page required, the thumb of the right hand is to be placed near the upper corner of the page, as seen in fig. 4; while the forefinger lifts the leaves to bring into view the number of the page. If he finds he has not raised enough, the forefinger and thumb hold those already raised, while the second finger lifts the leaves and brings them within the grasp of the thumb and finger. When the page required is found, all the fingers are to be passed under the leaves, and the whole turned at once. Should the pupil, on the contrary, have opened too far, and be obliged to turn back, he places the right thumb, in like manner, on the left hand page, and the leaves are lifted as before described.

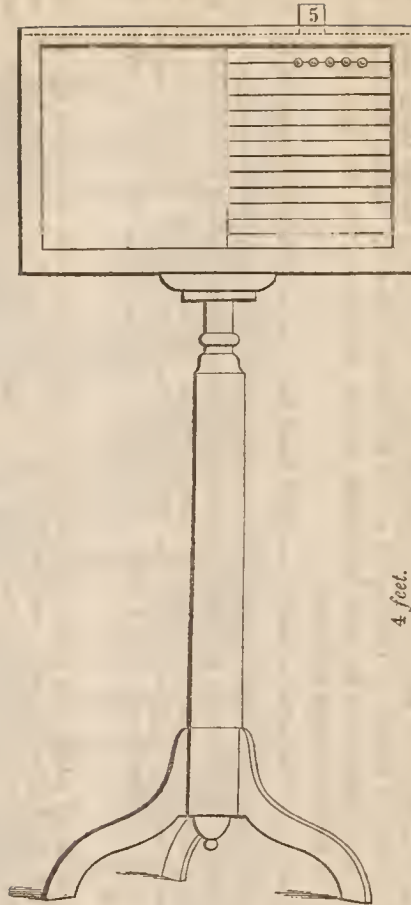
Fig. 5. Should the book be old, or so large as to be wearisome to hold, the right hand may sustain the left, as seen in fig. 5.

Figs. 6, 7. While reading, as the eye rises to the top of the right hand page, the right hand is brought to the position seen in fig. 4; and, with the forefinger under the leaf, the hand is slid down to the lower corner, and retained there during the reading of this page, as seen in fig. 6. This also is the position in which the book is to be held when about to be closed; in doing which, the left hand, being carried up to the side, supports the book firmly and unmoved, while the right hand turns the part it supports over on the left thumb, as seen in fig. 7. The thumb will then be drawn out from between the leaves, and placed on the cover; when the right hand will fall by the side, as seen in fig. 2.

Fig. 8. But if the reading has ended, the right hand retains the book, and the left hand falls by the side, as seen in fig. 8. The book will now be in a position to be handed to the Book-Monitor, who receives it in his right hand, and places it on his left arm, with the back towards the body; the books are now in the most suitable situation for being passed to the shelves or drawers, where, without being crowded, they should be placed with uniformity and care.

In conclusion, it may be proper to remark, that however trivial these minute directions may appear to some minds, it will be found on experience, that books thus treated, may be made to last double the time that they will do, under the usual management in schools. Nor is this attainment of a correct and graceful mode of handling a book the only benefit received by the pupil. The use of this manual is calculated to beget a love of *order* and *propriety*; and disposes him more readily to adopt the habit generally, of doing things in a methodical and systematic manner.

2 feet, 6 inches.



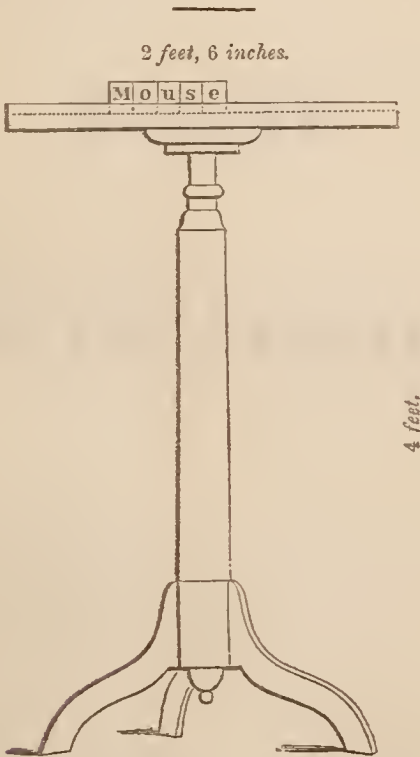
THE ABACUS, OR NUMERICAL FRAME.

The numerieal frame has twelve wires, and twelve balls on each wire. Its form should be oblong—one-half being covered with a screen, to hide the balls not used in the illustrations given. The wires should be strong, and *equally* spaced, and the balls *oblong*, so that in illustrating square numbers, they may be moved out in form as *right angles*, and when consolidated, showing nine, sixteen, &c., as square to the eye. The dotted line represents a groove, in which to insert the card with the Arabic figures, for teaching them by presenting the balls on the wire beneath, and teaching enumeration with the figures by help of the balls. The letters used for Roman numerals are taught in the same way. To present the periodic places in enumeration, the balls should be three of a color, viz. : red, blue, yellow and white.

FIGURES.

1 2 3 4 5 6 7 8 9 10 11 12

These model figures have been prepared, after carefully consulting several skilful accountants, and afterwards approved by highly competent judges, who also concurred in opinion that the style of figures adopted should be *plain* and unadorned, so that mistakes may be avoided, which sometimes involve important results. Habits of precision in the Primary Schools will secure success in this respect, which is especially necessary in a commercial metropolis.



THE SYLLABARIUM, OR SPELLING-STICK.

The dotted line represents a groove for inserting the single letters on cards. Each letter is named as put into the syllabarium, and the definition dictated, repeated, and the pupil interrogated, thus :

M-o-u-s-e, mouse, the smallest four-footed animal, [quadruped.]

The letters should be classed, vowels and consonants, so as to prevent delay in forming the word, and leave the more time to talk about it.

REPORT
OF
NORMAL SCHOOLS.

REPORT.

TO THE BOARD OF EDUCATION :

The Executive Committee on Normal Schools beg leave to present this, their Fourth Annual Report :

The number of pupils on register in the Schools, under the supervision of this Committee is as follows :

Male Normal School	.	.	.	59
Female	"	.	.	733
Colored	"	.	.	22
Female Dept. Daily Normal School.				143
Total				<hr/> 957

The names and classification of the pupils will be found in Schedule A.

In the month of February last, under a resolution adopted May 30th, 1855, the Committee proceeded to take preliminary steps for the organization of the Daily Normal School. An invitation was extended to those possessing the necessary qualifications to present themselves for admission and classification. Males were directed to enter for such purpose the Normal School for teachers, held upon two afternoons of the week, and arrangements were made also to receive upon two afternoons of each week, such females as should present themselves for admission.

The Male Department has never given encouragement that the requisite number of pupils for its full organization would apply for admission. The number at any one time on register has not exceeded about thirty with an attendance very ir-

regular. The register number is at present reduced to twenty, see Schedule A. That this department had obstacles to contend with almost insurmountable, was not unforseen by the Committee of last year, and was fully set forth in a report made March 14th, 1855, (see document No. 8 of that year.) Those presenting themselves for admission have almost invariably avowed their necessity for immediate appointment to situations of support, and their inability, through want of the means of living, long to continue pupils of the institution. Some few obtained places as teachers shortly after entering, others discouraged at the remote prospect of appointment have sought employment in mercantile and mechanical pursuits.

The Female Department has in its operations been more successful. On the day notified for the opening of the school, a large number of candidates for admission presented themselves, the majority of whom, however, were rejected in consequence of their inability to pass the requisite examination. In the course of a few days the attendance reached the requirements of the resolution, which was one hundred pupils, and the Committee proceeded to regularly organize the department according to the By-Laws, Rules and Regulations of the Board. Miss SUSAN WRIGHT, a lady of long experience in the management of the Public Schools of this city, was nominated to the Board for appointment as Principal, and Mrs. C. A. TIER and Misses MARGARET S. ARNOUT, ELIZA T. BURNS and SARAH C. VERRINDER were nominated as Assistant Teachers. These nominations were confirmed by the Board. The Board have since, on nomination of the Committee, appointed Mr. GEORGE H. CURTIS, Teacher of vocal music, Mr. GEORGE BACHELOR, Teacher of French, and Mr. J. B. STEARNS, Teacher of Drawing in the School.

Since the opening of this Department there have been admitted.....	250 pupils.
Of these there have obtained situations and passed into the Normal School for teachers	34
Left for other reasons.....	73—107
At present on Register.....	143

It will be seen by this statement that the Trustees of several of the Wards have availed themselves of the opportunity afforded by this School to provide their Grammar and Primary Schools with competent junior teachers. Were there a due appreciation of the advantages of an arrangement by which all candidates for positions as teachers could be entered at this School, and drawn out for service as occasion may require, the appointment of competent teachers for our Schools would be very much facilitated. There are among the attendants of this Department many anxious for immediate employment; there are also those who desire to remain until they shall have completed the course of study provided for the School, and shall receive their diplomas and a certificate of grade A. That this school promises to become a most valuable accession to our school system, the Committee cannot for a moment doubt; that it will eventually advance still higher the qualifications of our teachers, and relieve the pressure upon our Female Normal School for teachers, there can be no question. A vacancy in the position of teacher exists in this school through the resignation of Mrs. TIER.

The Female (Saturday) Normal School for Teachers is in about the same condition as reported at the close of last year. Its operations have proceeded in a manner highly satisfactory, and it has maintained the high character heretofore acquired. The election of Mr. Henry Kiddle to the position of Assistant Superintendent created a vacancy in this school, by transferring to a position of more extended usefulness one of our most capable and popular teachers. Mr. Kiddle had for many years been connected with the school as a teacher of mathematics, and discharged his duties not only in a manner entirely satisfactory to the committee, but also highly acceptable to the pupils of the school. While the committee feel that his change of position is a serious loss to the Normal Schools, they would congratulate the friends of public education in this city upon the appointment to his present responsible office of one so eminently qualified to discharge its delicate and important duties. This school also sustained no trifling loss in the withdrawal from its corps of teachers of Miss Jane Hinton, whose death they, in common

with a numerous circle of friends, have since been called upon to mourn. Miss Hinton (subsequently Mrs. Pollock) was a lady of uncommon ability as a teacher, possessing a peculiar faculty of communicating instruction in a most forcible and interesting manner. Her death has been ascribed by some to a too close and arduous application of mind and body to a profession to which she was most devotedly attached.

The Male Normal School for Teachers does not present so encouraging an appearance as the Committee would desire. The number on register has diminished and the attendance has been irregular. A large number of the pupils are for one half of the year engaged in the Evening Schools, employment in which exempts them from attendance at the Normal School. This interruption in the course of their studies is too apt to prove fatal to any material advancement. It is a subject for grave consideration, whether, as a general rule, the pupils who are members of the lower classes in the Normal Schools should be eligible to the position of Teachers in the Evening Schools. In this school a vacancy exists, occasioned by the death of Mr. Wm. H. Reuck, for many years a very competent teacher of Mathematics.

The Colored School is making slow progress; but the Committee cannot report any marked change as having taken place in it since the commencement of the present year.

The Committee have, during the year, twice held an examination of all the pupils in our Normal Schools for Teachers. At the termination of the last spring examination, diplomas were awarded to ten male and fifty-seven female graduates, whose names will be found in Schedule B. The presentation was made in the Tabernacle, in presence of a thronging assembly. The exercises consisted of orations by the male graduates, reading of compositions by the female graduates, and music by the pupils of the Female Normal School.

The labors of the Committee would be very much lightened by an organized system of supervision on the part of trustees over the attendance of the teachers employed in their wards. The Committee would suggest that it be made the duty of the Principal of each school, on every Monday morning, to enquire

of the junior teachers concerning their absence from Normal School during the preceding week, and to report all absences forthwith to some member authorized by each Board of Trustees to communicate with the Normal School Committee upon the subject. An immediate joint action could thus be had by both bodies in the enforcement of punctual and regular attendance upon the part of those required by the By-Laws of the Board of Education to attend the sessions of the Normal Schools.

The good effects of our Normal Schools upon the Public Schools of the city are so fully appreciated as to render unnecessary any attempt to enforce their claims to the particular care and attention of the Board of Education. They, as has been before justly remarked, have saved our Ward Grammar Schools from reduction to the condition of Primary Schools, and it is to them that our schools must look for whatever of progress they may hope for in the future. The Committee would, therefore, most earnestly commend them to the fostering care of all upon whom may devolve their charge and supervision.

During the past year it has been the sad duty of the Committee and Principal to announce the departure "to that undiscovered country from whose bourne no traveller returns" of several of those who at its commencement were in health, actively laboring among us.

Wm. H. Reuck, Jane Hinton, Helena Carroll, Almira Smith and Anna E. Pack, as they have gone from us, should, by their departure, have impressed upon all who are co-workers in this most responsible undertaking, School Officers as well as teachers, the solemn admonition, "Be ye also ready to render up an account of your stewardship" when the time shall have arrived that you "may be no longer stewards." The impress made through our teaching and example upon the present youthful generation involves also a responsibility for the moral and religious condition of generations yet unborn. How circumspect, then, should be their walk whose influence shall live when they themselves are numbered with the dead, and the

effects of which shall be green and flourish when their heads shall rest beneath the clods of the valley.

New York, Dec. 30th, 1856.

WM. H. NEILSON,
J. DAVENPORT,
B. R. WINTHROP,
DAVID WEBB,
WM. ALLASON,
WM. S. SEE,
JEDEDIAH MILLER,

Executive Committee on Normal Schools.

Schedule A.

*Catalogue of the Instructors and Pupils in the Normal Schools
of the City of New York.*

Principal,

LEONARD HAZELTINE.

Female Normal School.

SUSAN WRIGHT, Vice-Principal.

John H. Fanning,	Clara M. Edmonds,
David B. Scott,	Rosina G. Hartman,
William Belden, Jr.,	Henrietta Dutch,
James H. Partridge,	Margaretta L. Marston,
Thomas F. Harrison,	Annie Bamman,
Michael J. O'Donnell,	Anna M. Marsh,
William Smeaton,	Frances E. A. Gutch.
Sarah A. Bunker,	

Male Normal School.

David Patterson,	William H. Wood,
	(Vacancy.)

Colored Normal School.

John Peterson.

Daily Normal School.

SUSAN WRIGHT, Principal.

Margaret S. Arnout,	S. Elizabeth Verrinder,
Eliza T. Burns,	(Vacancy.)
George Bachelor—Teacher of French.	
J. B. Stearns—Teacher of Drawing.	
George H. Curtis—Teacher of Music.	

PUPILS IN THE FEMALE NORMAL SCHOOL.

CLASS A, FIRST DIVISION, (46.)

Acheson, Sarah A.	Dore, Elizabeth A.
Adler, Sophia M.	Dornan, Margaret
Bamman, Mary A.	Dornan, Sarah J.
Bell, Julia A.	Dunbar, Caroline A.
Berrian, Sarah E.	Duncan, Sarah A.
Birch, Eliza J.	Dyke, Eliza M.
Brack, Maria	Eltinge, Elizabeth
Brooks, Phebe E.	Farless, Adaline W.
Bunker, Georgiana M.	Fitz, Bernice J.
Burgyes, Mary F.	Ga Nun, Sarah
Buxton, Kate A.	Garvie, Helen J.
Cassidy, Catharine	Hallock, Amy E.
Cavannah, Kate H.	Hammond, Mary H.
Clark, Mary J.	Hardin, Julia M.
Conart, Catharine L.	Hart, Elizabeth T.
Conolly, Catharine C.	Hazard, Anna M.
Connor, Catharine M.	Hindes, Harriet E.
Cornell, Angelina	Holmes, Mary M.
Cunningham, Jane E.	Hoyt, Mary L.
Cunningham, Sarah	Hunter, Helen B.
Davies, Cecelia B.	Huthwaite, Amanda
Day, Sarah F.	Thomson, Emma L.
Dolan, Mary R.	Rogers, Rosamond

CLASS A, SECOND DIVISION, (47.)

Irwin, Harriet E.	O'Neil, Rose M.
Irwin, Josephine	Pullis, Jane A.
Irwin, Marion	Raymond, Helena
Iles, Isabella	Robertson, Jennette
Jasper, Maria	Rockwell, Cordelia C.
Johnson, Mary J.	Root, Clarissa
Jollie, Jane	Saunders, Abbie M.
King, Mary A.	Scarlett, Frances J.
Knapp, Eliza R.	Scudder, Emily
Kohler, Catharine A.	Sill, Prudence
Lewis, Fanny K.	Sloan, Susan E.

Lowrie, Rebecca S.	Sparling, Susan A.
Lyon, Mary A.	Spencer, J. Anna
Mayhew, Adaline G.	Sudlow, Helen E.
Mayhew, Phebe	Stainburn, Sarah E.
Miller, Mary H.	Talbert, Mary
Mosher, Louisa	Tanzer, Matilda
Mosher, Nancy	Taylor, Eleanor E.
McClure, Catharine	Trainor, Mary E.
McGrath, Eliza M. F.	Walling, Mary A.
McGrath, Eleanor A.	Weeks, Deborah
McKinney, Emily E.	Wheeler, Anna E.
Nunns, Mary E.	Wood, Eliza
O'Leary, Mary J.	

CLASS B, FIRST DIVISION, (45.)

Ahern, Ellen T.	Magee, Eleanor M.
Barnum, Margaret A.	Montague, Sarah A.
Barker, Mary	McKuskor, Mary
Birch, Caroline	Peck, Emily J.
Brick, Susan C.	Pierce, Maria F.
Carpenter, Miriam	Platt, Hester C.
Cook, Julia A.	Read, Dora H.
Crocker, Elizabeth	Rice, Emily T.
Currier, Mary J.	Robinson, Mary E.
Esterly, Caroline	Shannon, Mary
Famariss, Rosa	Smith, Lydia A.
Fitzgibbon, Catharine	Stainburn, Mary E.
Fleming, Jane A.	St. John, Julia
Greene, Louisa E.	St. John, Elizabeth W.
Haynes, Mary A.	Stewart, Margaret
Hazeltine, Sarah H.	Swenarton, Sarah
Ingersol, Mary E.	Tate, Mary
Johnson, Mary D.	Thompson, Helen
Kiersted, Gilletta	Whiteside, Rosina
Knapp, Almira L.	Wooley, Mary E.
Knight, Victoria J.	Worman, Clara
Laws, Kate A.	Wright, Abbe A.
Ludlum, Julia A.	

CLASS B, SECOND DIVISION, (40.)

Barnes, Henrietta M.	Irvine, Eleanor D.
Bossuet, Elizabeth	Jackson, Sarah A.
Buckbee, Sarah E.	Kennard, Mary C.
Burger, Emma S.	Magilton, Margaret
Cooley, Albertine	Maltbie, Fannie
Crowell, Mary	Marston, Amanda
De Baun, Amelia	Moran, Mary J.
D'Orsay, Louisa	Morrison, Josephine
Degraw, Mary F.	Moss, Ann E.
Delaney, Catharine J.	Neville, Elvira E.
Elwell, Caroline	Norris, Amelia
Flack, Lueretia V.	Pangburn, Luey M.
Gallagher, Mary J.	Postly, Catharine M.
Gildersleeve, Mary	Powers, Elizabeth A.
Hart, Annie	Rogers, Josephine
Hartman, Clarissa E.	Shields, Sarah L.
Hemphill, Sarah J.	Taft, Sarah M.
Holly, Ellen F.	Thompson, Annie E.
Horton, Susan	Walsh, Susan V.
Ingersoll, Sarah J.	Wilson, Jane S.

CLASS B, THIRD DIVISION, (52.)

Ackerman, Maria	Miller, Martha
Adee, Josephine	Mills, Mary A.
Ammerman, Mary	Mullan, Rosanna A.
Birdsell, Esther	McCartney, Agnes
Carroll, Mary E.	Nelson, Mary E.
Clark, Anna A.	O'Connell, Luey M.
Coley, Sarah E.	Pardee, Lizzie
Connolly, Helen	Parker, Christina L.
Crandell, Charlotte	Peake, Harriet
Edison, Emily	Pridham, Isabella
Findley, Isadora M.	Raywood, Sarah E.
Flanagan, Julia	Reed, Catharine M.
Forbes, Henrietta	Reeve, Sarah M.
George, Rebecca J.	Rhoades, Martha A.
Gordon, Mary	Roberts, Luey A.

Green, Mary J.	Robertson, Anna M.
Gregory, Helen C.	Scanlan, Elizabeth
Griffin, Martha	Scudder, Eliza B.
Hopps, Clara	Searing, Josephine
Irvine, Jane E.	Smith, Frances E.
Kelly, Annie	Spader, Maria L.
Komorniski, Phebe	Van Etten, Melcena
Love, Mary A.	Watkins, Anna E.
Marston, Kate A.	Winchel, Ellen
Mather, Margaret A.	Wood, Julia A.
Miller, Irene B.	Youngs, Harriet A.

CLASS B, FOURTH DIVISION, (56.)

Agar, Laura	Hutchings, Harriet N.
Ankers, Mary	Hutchinson, Mary E.
Beilby, Eliza B.	Hart, Parmelia
Boak, Margaret A.	Hunter, Mary J.
Bodine, Sarah	Kennelieu, Kate M.
Blackburn, Sarah	Lake, Sarah R. M.
Ball, Sarah A.	Lewis, Sarah L.
Beale, Elizabeth	Loveridge, Elizabeth
Brueninghausen, Fanny E.	Lockwood, Annie E.
Crawford, Sophia	Moss, Caroline A.
Conrey, Harriet M.	McCoy, Mary J.
Crist, Sarah M.	McGregor, Jessie
Danley, Almira J.	MacDougal, Elizabeth
Doak, Martha	McLuskey, Jeanette
Dolmage, Isabella	Meredith, Charlotte
Egbert, Marietta	Oakley, Helen
Elwell, Emily B.	Oelzner, Mary J.
Fulton, Jane	Ostrander, Josephine
Felt, Margaret	Polly, Frances A.
Ferry, Kate	Reilly, Eliza
Fitzpatrick, Eliza	Rogers, Anna A.
Fraser, Mary M.	Sanford, Emma P.
Gildersleeve, Elvira M.	Scofield, Martha A.
Glasier, Annie M.	Simms, Kate L.
Gormley, Alice	Turnbull, Agnes

Haynes, Frances A.
 Hubie, Sarah C.
 Hume, Josephine M. P.

Van Boskerck, Annie E.
 Vanderbilt, Mary M.
 Williams, Harriet F.

CLASS C, FIRST DIVISION, (52.)

Ackerman, Phebe
 Adams, Margaret
 Butts, Amy B.
 Cornell, Florinda
 Crane, Sarah J.
 Crothers, Mary A.
 Davis, Mary J.
 De Long, Harriet T.
 De Long, Juliette
 Donaldson, Mary J.
 Finnegan, Mary
 Fryer, Emma
 Hall, Julia V.
 Haines, Amelia S.
 Hays, Edith M.
 Hill, Emma D.
 Hoffman, Eliza
 Hopper, Eliza
 Husted, Emma
 Johnson, Mildred L.
 Ladd, Mary
 Lawrence, Margaret A. T.
 Layton, Phebe L.
 McConnellogue, Susan M.
 McVey, Susan
 Meginley, Frances H. P.

Morgan, Eliza
 Murray, Frances B.
 O'Donnell, Agnes E.
 O'Donnell, Anne L.
 Osborne, Louise M.
 Palmer, Mary H.
 Patterson, Rebecca
 Payne, Martha
 Perkins, Adelia M.
 Power, Anna M.
 Reeves, Sarah A.
 Rogers, Kate
 Ryno, Sarah E.
 Scarlett, Julia
 Skiffington, Mary M.
 Slater, Rebecca
 Smith, Emma C.
 Stuyvesant, Josephine
 Thompson, Maria
 Thorp, Melissa
 Tooker, Lucretia A.
 Updike, Maria J.
 Van Cott, Isabella V.
 Wilson, Caroline C.
 Wilson, Annie R.
 Wilson, Elizabeth D.

CLASS C, SECOND DIVISION, (54.)

Allen, Almira S.
 Anderson, Mary J.
 Barton, Jennie
 Berry, Mary E.
 Budd, Eliza C.

Keeler, Harriet
 Knox, Rachel
 Lawson, Stephania
 Leuba, Mary A.
 Michaels, Sarah E.

Chasmer, Louisa
 Cole, Emma M.
 Cole, Louisa S.
 Cook, Sophia
 Crane, Sarah J.
 Culver, Ellen F.
 Donaldson, Harriet A.
 Doyle, Margaret E.
 Fairfield, Emma E.
 Fisk, Henrietta
 Garthwaite, Jane A.
 Graham, Frances J.
 Green, Julia
 Hamilton, Mary A. T.
 Hardy, Adelaide
 Heybeck, Sarah E.
 Hitchcock, Emily
 Hobby, Louise J.
 Houseworth, Mary J.
 Hoyt, Emily C.
 Hull, Maria
 Kane, Catharine

M'Caffrey, Margaret
 Orr, Josephine F.
 Requa, Fanny
 Ringwood, Catharine E.
 Robinson, Lucretia A.
 Robinson, Mary Ida
 Roome, Martinje
 Roltson, Mary
 Seaman, Martha J.
 Secord, Uranie D.
 Sproull, Emeline
 Smith, Catharine
 Smith, Martha A.
 Trembly, Mary
 Van Nostrand, Agnes
 Wakefield, Caroline E.
 Webb, Abby G.
 Williams, Catharine M.
 Williamson, Belinda
 Wilson, Catharine A.
 Wixon, Sarah F.
 Wright, Elizabeth B.

CLASS C, THIRD DIVISION, (54.)

Bertine, Sarah E.
 Bishop, Mary E.
 Brush, Anna A.
 Boyd, Margaret A.
 Brownne, Georgianna F.
 Bushman, Louisa M. E.
 Conklin, Phebe
 Dunn, Eliza
 Edmunds, Dessie
 Emerson, Anna
 Fair, Alice
 Fick, Mary
 Field, Arabella
 Finley, Georgiana R.

Martin, Maria E.
 Merritt, Dolly A.
 Miller, C. Frederica
 Mount, Hannah
 McCauley, Susan
 McKuskar, Sarah E.
 Noe, Caroline
 Noe, Esther
 Northrop, Mary E.
 Patterson, Margaret J.
 Pearne, Adaline S.
 Perham, Phebe
 Phelan, Mary E.
 Probst, Caroline

Fitch, Emma
 Gassner, Almira
 Griffin, Rachel A.
 Harriott, Georgiana
 Harrison, Bridget M.
 Hickok, Mary
 Hope, Josephine L.
 Holly, Marion W.
 Holly, Martha J.
 Hoag, Mahala
 Kendall, Phebe
 Kennedy, Jane V.
 Lockwood, Delia F.

Rhodes, Mary E.
 Stephens, Mary V.
 Seaman, Mary V.
 Sill, Hannah
 Smith, Elizabeth
 Smith, Lois A.
 Thomas, Jane
 Voorhies, Emeline
 Warts, Jane E.
 Wheeler, Hannah M.
 Wilson, Sarah C.
 Wixon, Anastasia
 Young, Euphemia

CLASS C, FOURTH DIVISION, (47.)

Austin, Martha J.
 Ackerman, Maria L.
 Anderson, Adeline E.
 Bliven, Marion
 Blonk, Mary
 Budd, Harriet
 Caldwell, Jane
 Canfield, Caroline L.
 Fairchild, Mary J.
 Farrell, Morgiana
 Ferguson, Henrietta
 Foshour, Bridget T.
 Gardner, Mary
 Gordon, Sarah M.
 Harriott, Mary E.
 Harris, Sarah L.
 Hiltman, Rebecca
 Holton, Matilda
 Hooker, Lucy
 House, Amanda
 Ideson, Eliza B.
 Ingersoll, Louise
 Jones, Sarah E.
 Kenny, Kate

Loss, Augusta J.
 Mahoney, Mary A.
 MacEntee, Mary
 MacFarland, Jane
 Morehead, Sarah E.
 Moriarty, Catharine
 Moulton, Lydia B.
 Norman, Josephine
 Newman, Mary E.
 Nicholson, Elsie C.
 Palmer, Clementina
 Payne, Sarah L.
 Royce, Anna
 Romer, Maria L.
 Raiman, Maria L.
 Swarts, Eugenia
 Schureman, Jane
 Sleight, Elizabeth
 Smith, Elizabeth A.
 Stevens, Frances A.
 Tompkins, Mary H.
 Tuthill, Mary
 Webb, Ella

CLASS C, FIFTH DIVISION, (48.)

Anderson, Eliza A.	Howe, Cornelia
Baker, Caroline A.	Hunt, Elizabeth A.
Banta, Mary C.	Keating, Hannah
Birmingham, Susan	Lennon, Henrietta
Brown, Marietta	Marshall, Mary E.
Brown, Susan R.	Messenger, Sarah
Cavannah, Emma J.	Michaels, Olivia D.
Cole, Sarah A.	Miller, Mary E.
Coleman, Fanny H.	Myer, Angeline P.
Cushing, Ann	McCaffrey, Margaret A.
Daly, Ellen P.	McPherson, Anna
Dodge, Charlotte	Quinn, Sarah C.
Dugan, Georgiana	Riley, Mary A.
Dealing, Charity	Ryno, Sarah
Dickinson, Isabella C.	Renville, Mary F.
Egbert, Kate	Smith, Amy A.
Felter, Lucretia	Snyder, Isabella
Furty, Mary	Updike, Mary A.
Gillis, Anna E.	Vandervoort, Mary F.
George, Sarah M.	Van Vorst, Anna E.
Gordon, Catharine	Warren, Anna E.
Hanaway, Emily S.	West, Susanna
Hibberd, Catharine A.	Wicks, Emma
Hopper, Mary	Wilmott, Charlotte A.

CLASS C, SIXTH DIVISION, (35.)

Adams, Jane R.	Kopper, E. Caroline
Bartley, Alice	May, Lizzie
Brennon, Martha S.	McCallum, Emily E.
Beebe, Ellen	McHugh, Mary A.
Buckbee, Catharine A.	McInroy, Jane T.
Case, Mrs. Maria S.	Moore, Mary A.
Cother, Maria A.	Mulvey, Anna M.
Cannary, Margaret C.	O'Brien, Mary A.
Cudlip, Anna	Peters, Louisa J.
Dickson, Doreathea	Phelps, Eliza M.
Dodge, Maria J.	Sayre, Clarissa J.

Emmerson, Sarah
 Gaddis, Sarah J.
 Golder, Emily
 Graham, Victoria M.
 Hollister, Anna
 Howe, Harriet F.
 Knight, Julia M.

Tappan, Hannah
 Traphagen, Ellen G.
 White, Jane
 Weeks, Josephine
 Weir, Emma
 Young, Sarah

CLASS D, FIRST DIVISION, (47.)

Albertson, Catharine
 Baird, Jane C.
 Bisco, Deborah A.
 Blum, Rosalie
 Burnett, Catharine S.
 Callender, Sarah J.
 Cassidy, Letitia
 Comstock, Ellen S. F.
 Connolly, Mary J.
 Cornell, Emily
 Crapser, Victorine S.
 Crystie, Mary
 Darlington, Anna
 Dronican, Mary E.
 Doyle, Elizabeth
 Drew, Ellen
 Evans, Eliza
 Franklin, Anna M.
 Gallagher, Catharine
 Grafton, Emily
 Hepburn, Mary C.
 Hill, Jane M.
 Hopper, Sarah E.
 Irving, Amanda

Inslee, Mary E.
 Jerveson, Isabella
 Johnson, Mary
 Ketcham, Mary S.
 Kopper, Harriet M.
 Linebeck, Anna
 Lincoln, Frances R.
 Linebeck, Amelia
 Lockwood, Harriet
 Manwaring, Mary E.
 Moore, Ann Amelia
 Moore, Martha
 Murray, Louisa
 Murray, Annie M.
 Parmenter, Helena
 Pollock, Charlotte
 Ruden, Harriet
 Smith, Jaue
 Toole, Joanna
 Warren, Regina
 White, Anna
 Wilson, Elizabeth H.
 Young, Isabella

CLASS D, SECOND DIVISION, (51.)

Baldwin, Sarah B.
 Blanchard, Elizabeth A.
 Barrenpohl, Maria

Jackson, Emily B.
 Lewis, Sarah E.
 Lang, Amelia

Bowman, Eliza	Leggett, Anna B.
Bell, Mary O.	Myers, Elizabeth H.
Bildersee, Louisa	McMann, Emma
Brower, Anna E.	Mulrooney, Cath. H. M.
Cohen, Sarah	MacFarlane, Mary J.
Clark, Catherine T.	McLelland, Eleanor
Carman, Elizabeth	O'Donnell, Anna
Colston, Mary A.	O'Brien, Helena C.
Donnegan, Mary	Place, Sarah E.
Disbrow, Anna	Rockfeller, Amelia
Dougherty, Mary C.	Russell, Eveline
Eddy, Hannah J.	Simpson, Angeline
Eppes, Mary E.	Souer, Eveline
Everett, Cordelia.	Sommerson, Jane
Faye, Elizabeth M.	Squires, Mary E.
Goodwin, Anna	Smith, Mary Jane
Goodwin, Alicia	Stopp, Matilda
Howard, Cordelia	Vandewater, Susan
Hammond, Mary E.	Van Riper, Anna
Hanaway, Amelia	Walsh, Agnes M.
Hannah, Mary A.	Walters, Henrietta
Hawley, Harriet S.	Wright, Maria J.
Hulen, Victoria A.	

CLASS D, THIRD DIVISION, (60.)

Allen, Mary E.	Ingersoll, Henrietta
Ammerman, Lavinia K.	Janes, Julia A.
Battle, Elizabeth	Ketchum, Anna
Beatty, Eliza J.	Lancaster, Joanna
Bergen, Margaretta C.	Lewis, Elizabeth
Brown, Harriet J.	Loss, Pauline L.
Comstock, Emily A.	Mitchell, Catherine A.
Cronin, Eliza	Moore, Mary E.
Connolly, Jane M.	Martin, Rose T.
Condon, Isabella	Messenger, Joanna E.
Carman, Amanda M.	Murphy, Mary E.
Cook, Adelia A.	McGrath, Margaret
Cronley, Rose R.	McLochlin, Eliza

Darling, Eveline
 Dunn, Louisa
 Disbrow, Emily J.
 Duffy, Helen C.
 Ewart, Mary
 Fuller, Phebe
 Freeman, Eliza A.
 Gellin, Barbara
 Gill, Theresa M.
 Geary, Eleanor
 Goodenough, Emma J.
 Green, Eugenia
 Green, Mary A.
 Hackett, Catherine A.
 Hall, Sarah C.
 Hayes, Anna L.
 Hoffmire, Sarah E.

Orton, Julia P.
 Perham, Mary
 Shannon, Louise J.
 Skidmore, Emma
 Stone, Lizzie
 Stone, Frances
 Smith, Helena D.
 Smith, Margaret A.
 Smith, Olive C.
 Sutton, Adeline V.
 Sweeney, Mrs. Mary A.
 Turner, Anna E.
 Vinton, Fanny C.
 Watson, Harriet T.
 Wasson, Elizabeth
 White, Margaret G.
 Yergason, Caroline V.

PUPILS IN THE MALE NORMAL SCHOOL.

CLASS A, (15.)

Thomas Moore,
 George H. Moore,
 William Carlisle,
 William G. Raywood,
 William Fleming,
 George A. Leonard,
 Thomas Gibbons,
 James Treanor,

Chas. DeB. Simonton,
 Alexander M. Oliver,
 Henry W. Smith,
 Joseph Wiley,
 John Slevin,
 Henry C. Litchfield,
 John J. Stevenson.

CLASS B, (5.)

Elbert A. Young,
 Mason O. Fuller,
 James W. Graff,

Jacob Vredenburg,
 Thomas E. Cody.

CLASS C, (23.)

William Soullard,	George A. Hall,
Henry McCartin,	William Stewart,
Francis McHugh,	Charles F. Hartman,
William Berry,	Harvey Stiles,
Benjamin T. Conklin,	Robert B. Hallock,
William McLanry,	John White,
Charles W. Smith,	Jacob Kirkner,
Henry Carroll,	Jonathan Hyatt,
Oscar Hinchman,	Silas W. Randall,
Augustus B. Sage,	Francis Gallagher,
Edward F. Hyatt,	William Byrne.
James R. Pettigrew,	

CLASS D, (22.)

Frederick James,	John C. Devoy,
James Toal,	Galen Thatcher,
Charles P. Jackson,	Charles J. Knapp,
George E. Whitten,	Henry S. Drury,
Charles E. Mills,	James Priddy,
Michael McGinn,	William Sinclair,
George L. Burr,	Joseph Leonard,
John Ankers,	Edward Delaney,
Archibald Erskine,	David Prince,
William B. Wood,	Thomas Montgomery,
James Staley,	Andrew Carter,

PUPILS IN THE COLORED NORMAL SCHOOL.

CLASS A, (1.)

Elizabeth Jennings.

CLASS B.

(None.)

CLASS C, (6.)

Albert J. Ewell,
 Peter H. Loveridge,
 Helen M. Clow,

Peter S. Ewell,
 Caroline Hamilton,
 Kitty Johnson.

CLASS D, (10.)

John R. Porter,
 Elizabeth Spencer,
 Mary A. Griffin,
 Harriet Anderson,
 Mary E. Tilgman,

Wright Seaman,
 Ellen L. Tredwell,
 Rhoda S. Ledgers,
 Catharine E. Thompson,
 Patience Wise.

CLASS E, (5.)

Catharine Harley,
 Margaret Roach,
 Mary F. Allen,

Sarah A. Hamilton,
 Adaline Ogden,

SUMMARY.

INSTRUCTORS IN THE NORMAL SCHOOLS.....	29
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PUPILS.....	821
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FEMALE NORMAL SCHOOL.

Class A, First Division.....	46
“ A, Second “	47
“ B, First “	45
“ B, Second “	40
“ B, Third “	52
“ B, Fourth “	56
“ C, First “	52
“ C, Second “	54
“ C, Third “	54
“ C, Fourth “	47
“ C, Fifth “	48
“ C, Sixth “	35
“ D, First “	47
“ D, Second “	51
“ D, Third “	60
	<hr/> 734

Number on register at the beginning of the year.....	698
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Admitted during the year.....	201
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	899
Discharged, including 57 graduates.....	165

Leaving on register December 31, 1856.....	734
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MALE NORMAL SCHOOL.

Class A	15	
“ B	5	
“ C	23	
“ D	22	
	<hr/>	65
Number on register at the beginning of the year.....	63	
Admitted during the year.....	62	
	<hr/>	125
Discharged, including 10 graduates.....	60	
	<hr/>	
Leaving on register December 31, 1856.....		65

COLORED NORMAL SCHOOL.

Class A	1	
“ B	0	
“ C	6	
“ D	10	
“ E	5	
	<hr/>	22
Number on register at beginning of the year.....	21	
Admitted during the year.....	4	
	<hr/>	25
Discharged during the year.....	3	
	<hr/>	
Leaving on register December 31, 1856.....		22

Schedule B.*Graduates of the Normal Schools, June 20, 1856.***MALE NORMAL SCHOOL.**

George H. Albro,	Patrick Leamy,
Ezra Beach,	William A. Owen,
Frederick M. Campbell,	Hugh P. O'Neil,
Moulton Emery,	Thomas B. Sandford,
Jarvis Jennings,	George F. Wicks.

FEMALE NORMAL SCHOOL.

Eliza H. Burr,	Mary E. Higgins,
Caroline Church,	Mary E. Hinton,
Julia S. Clark,	Susan Holbrook,
Margaret C. Cornell,	Frances Hollingshead,
Caroline B. Cornell,	Elizabeth F. Inness,
Sarah A. Corwin,	Agnes Jackson,
Sarah E. Crane,	Hannah Jacobus,
Mary B. Curry,	Mary E. Jenks,
Catharine V. Davis,	Alicia Kearney,
Catharine J. Decker,	Susan Kelly,
Elizabeth A. Devereux,	Maria V. Kohler,
Anna M. Dunn,	Maria S. Lee,
Amanda Edmonds,	Mary J. Lennon,
Olivia S. Edmonds,	Charlotte M. Lufberry,
Catharine Fagan,	Helen J. Mahan,
Anna E. Falconer,	Anna Mahoney,
Frances E. Feeks,	Margaret Miller,
Sarah Fisher,	Lizzie K. McCrea,
Catharine Forbes,	Lucy E. McDaniels,
Mary J. Gildersleeve,	Martha McFarland,
Serena A. Goodwin,	Madaline McKibbin,
Jeannette Greig,	Emeline Olson,
Ellen M. Hackett,	Margaret J. Parr,
Catharine Hannah,	Josephine Sheldon,

Elizabeth Tharp,
Elizabeth Thurton,
Margaret W. Tibbetts,
Mary J. Topping,
Hannah E. Truss,

Eliza Veitch,
Isabella Veitch,
Mary L. Winter,
Janet Young.

Schedule C.

Showing the amounts paid on account of the Normal Schools, during the year 1856.

NORMAL SCHOOLS in account with the

CITY CHAMBERLAIN.

Dr.

To Balance, January 1, 1856.....	\$585 78	
“ Appropriations by the Board of Education.....	10,000 00	\$10,585 78

Cr.

By amount paid—


For Salaries of Instructors, &c.	\$7,217 31	
“ Printing.....	269 63	
“ Advertising.....	210 17	
“ other expenses of Exhibition.....	153 84	
“ Diplomas.....	54 00	
“ Stove work.....	90 09	
“ Supplies and Incidental Expenses.....	142 21	8,137 25

\$2,448 53

Value of Books and Supplies received from the Depository..... \$3,850 86

Amount paid, as above..... 8,137 25

Total Expenses..... \$11,988 11

 The sessions of the Normal Schools being held in the Hall of the Board of Education, the expenses of Fuel, Gas, Janitors, Cleaning, Repairs, &c., are charged to the account of that building, and do not appear in this statement.

REPORT

OF

EVENING SCHOOLS.

REPORT.

TO THE BOARD OF EDUCATION :—

The Executive Committee on Evening Schools, for the year 1856, in pursuance of the By-Laws of this Board, beg leave to present their

ANNUAL REPORT.

It has been heretofore assented to that the Evening School is one of the permanent branches of public instruction in New York. The good results which have been wrought are but just beginning to manifest themselves to the community in confirmation of the sagacity of those who, in their inception, predicted for them great usefulness. The benefits are so apparent that the demand for their establishment by the Board is becoming frequently repeated and constantly more urgent. The system has been gradually expanding, and its development has been healthy and in the right direction.

The number of adults in attendance during the year, at the several schools, has been largely increased, much to the gratification of the Committee. It is doubtless a fact, that for this class, and for those between the ages of sixteen and twenty-one years, more particularly those for children, were these schools specially designed. In this belief, as well as from being convinced of the necessity for more extended cultivation among those who, by reason of advanced years, are somewhat reluctant to enter a public school-room as pupils, the Committee have endeavored to bring together those spoken of, rather than that the schools should present physically the appearance of some of our

day primary departments. A comparison of the results of their efforts shows that they have been attended with complete success. It is nevertheless true, that a considerable number are mere children, and this too under the strict enforcement of the rule, that "no scholar shall be received in the Schools, whose daily avocations admit of an attendance upon the Ward Schools provided by law." The attention of Principals was, at the opening of the last term directed to this, as well as to each of the other by-laws of the Board relative to Evening Schools. The violations of this salutary enactment of the Board have been very rare, and almost always resulting from a difficulty in getting correct information from the applicant for admission. The most of those pupils aggregated in the tables as under sixteen years are, in fact, as is believed from observation, over twelve. It is lamentable that such cannot attend the Day Schools, so liberally provided under the jurisdiction of this Board, when necessarily in a well conducted school, education for young minds, though perhaps less directly practical, is more useful, as a foundation for future scholastic attainment.

In the Evening Schools, particularly in the classes more advanced in years, the Committee have desired to make plain to the comprehension of the pupils the immediate benefit they are to derive from their attendance, and to that end seconded by their able teachers, have sought to enable the pupil to arrive at correct results without embarrassing the mind with too many rules, definitions and technicalities. This course does not make the best scholars, but it is productive of the most practical benefit to the grown up pupil who may be engaged for his livelihood and that of his family, as a mechanic, in the various branches of employment in which our city abounds. It is scarcely the office of the Evening School to endeavor to make scholars in the true sense of that word, but it is its office to make improvement, mental and moral, and the Committee submit with great confidence that this wished for and designed improvement has been, during their term of office, accomplished.

It has been one of the objects of the Committee to increase the attendance at the schools, and the facts stated in the tables hereto appended, will show how effectively this has been accomplished. Much yet is to be done, and we urge upon the Board

and upon our successors, the adoption of such means as shall have a tendency to fill every school building open for this purpose, with earnest seekers after the advantages afforded by our Evening Schools.

It is a proposition not universally conceded, but in our city the effect of the present system is its distinct enunciation, that the State is bound to provide means for the education of its components. If this be true, then the State, on the other hand, has the right to coerce attendance at its educational institutions. Notwithstanding the law of the State passed April 12, 1853, and found in volume of the Laws of New York for 1853, section seventy-sixth, chapter 185, it is not known to your Committee that any attempt has been made to enforce its enactments. It is not the part of your Committee to make any recommendations in that respect, but they deem it essential to urge upon the Board and to direct the attention of their successors to the experience of themselves and former committees, to bring about a more widely extended availment of the blessings of education, as disseminated by our evening school teachers, to all who, through the influence of friends, or by their own will, may be induced to add to the number of our pupils.

Your Committee, in May last, in Document No. 15, presented their report for the first term of the current year, which will be briefly recapitulated, showing the

OPERATIONS OF THE FIRST TERM.

At the time of our election, in January last, there were established, in the same school buildings as the year previous, and thoroughly organized by our predecessors, eighteen schools for males, and twelve for females.

The excessive inclemency of the weather, which began almost simultaneously with the opening of the schools, January 2d, and continued with scarcely an abatement of rigor until their close, on the 5th day of March, had a tendency to reduce the number in attendance, and did reduce it 297 in the registered number. But we have the gratifying fact that, notwithstanding such reduction, there was an increase in the average attendance of 116 over the corresponding period of the year

1855. In the language of the last report, "This circumstance is a matter of encouragement to your Committee and the friends of the institution," for it conclusively proves how strong a hold has been taken upon the minds of those awakened to the benefits to be derived from attendance. The registered number was 6751, of whom 5022 had attended previous terms. The school exercises were the same as the year previous, and the whole result of the efforts for the term was of the most satisfactory kind. Several lectures were delivered in the schools, as well by members of the committee as by others. These lectures were such in fact, and not the ordinary addresses made by the members of the Committee on the occasion of their usual visitations. This practice of familiar and conversational lectures is one which should be extended as far as possible upon the voluntary system, and is, in the estimation of the Committee, of very great advantage.

It will be ascertained, from Schedule A, the details of the attendance for this term, and from Schedules B and C, the other items, including attendance, for each week, the accounts of the Committee, and other valuable statistics.

OPERATIONS OF THE SECOND TERM.

This term commenced, in pursuance of the By-Law, on the evening of October 6, and ended, by resolution of the Board, on Tuesday, the 23d December, 1856, making the term two days short of twelve weeks—an apparent necessity, arising from the fact that the By-Laws referring to Day Schools, make it vacation from Christmas to New Year's Day, both inclusive, and, by implication, attaching to the Evening Schools, equally with the Day Schools, a construction which was adopted by the Board, by resolution above referred to, and one evening added to the vacation by reason of the fact that Wednesday was Christmas eve, on which occasion it was likely that only a small attendance could be procured.

The course of studies prescribed by the Committee for this term was a little enlarged from that of former terms, and was as follows :

The Alphabet, Spelling, Reading, Writing, Arithmetic, Algebra, Geography, Grammar, Book-keeping, Mechanical and Architectural Drawing, and in all cases where classes could be formed of 20 or upwards, any higher branch of education.

This was in pursuance of the recommendations of the last Committee, and entirely in harmony with the views of the present Committee, and simply in continuance of that progress which on all hands should be wished for, and every endeavor made to accomplish.

On the 10th September, 1856, the Board established an Evening School for Females, to be conducted in the Sixth Ward in School building No. 24, and removed the School for Males in that Ward from No. 24 to School building No. 23 in City Hall Place.

On the 1st day of October, 1856, the Board, five days only before the commencement of the fall term, established one Evening School for males, and one for females, in No. 37 at Yorkville, in the Twelfth Ward; transferred the School for males from Carmansville to No. 43, at Manhattanville, in the same Ward; established a School for males in No. 18, in the Nineteenth Ward, a school for males in No. 34, in the Thirteenth Ward, and another for males in No. 14, in the Twenty-first Ward. The establishment of five new Schools within five days of the beginning of the term did not lighten the labors of the undersigned in their endeavors to have all the details for the opening of all the schools complete on the day prescribed by the By-Laws of the Board.

The number of schools, therefore, at the commencement of the term was thirty-six instead of thirty, as at the last term.

The new schools opened were of a character to answer the expectations of the Board and the wishes of the Committee, in all respects, except that the attendance was not so large as was expected in the Thirteenth Ward. This will doubtless be remedied in future terms, and the attendance be brought up to what the reasonable requirements of the Board demand for the continuance of a particular institution of this kind.

In all the schools there has been, with but one or two exceptions, most excellent order, and in all great improvement—the

last in degree as discipline and regularity in attendance were maintained.

Each School was visited by the Committee as such, and many of them by the members of the Committee as opportunity offered. By this means personal superintendence has been given to the conduct of the various schools, and possibly some encouragement to ambitious and meritorious pupils.

In several of the Wards where these schools are established, the School Officers have materially aided the Committee, and aided to support the efficiency and character of the school, by visitation and co-operation with the undersigned in manifesting an interest in the success of the institution. This is of essential service. The judiciously timed visits of those directly connected with the cause of education, or who are thoroughly interested in it, are of great profit, as well to the Evening School as the Day School.

In the matter of lectures, nothing has been undertaken beyond such as principals may have given upon scientific subjects, or gentlemen voluntarily giving their services to illustrate some easily-made familiar subject. To the last referred to, who might perhaps without offence be named, the pupils have always expressed themselves as greatly indebted, and by them much instructed.

In a former part of this report may be observed the course of studies prescribed, and which has been fully complied with. It is in advance of what has been in use heretofore, in that it has a greater comprehension of subjects. But the course of studies and the usefulness of these schools, and the variety of the classes or occupation which may be embraced, are by no means yet limited. There should be a steady advance, and doubtless under the fostering care of an enlightened community there will be a continuation of whatever good has been attained, and further additions in that behalf. There is no more of a battle between industry, morality, and educational development, and indolence, ignorance and crime, than, in our country, there is between civilization and the wilderness. The steady advance of the one is the disappearance of the other.

The results of the term are such as to be highly pleasing to

any one who will examine them in comparison with previous terms, and have fulfilled the expectations of the Committee.

The registered number for the term is 14,992; the average attendance is 6,832, or nearly one half the first; both numbers being far in advance of what has heretofore been obtained in this department.

EXPENSES.

These for the current year have been no more than in years previous, in proportion as well to the number of schools as of pupils. It must be borne in mind that an addition, say of *two hundred* pupils to a school already established, would not add to expenses above \$350 to \$400 for a term, while the establishment of a new school with an attendance of *one hundred and fifty* pupils would doubtless exceed \$700. The difference in the amount must be obvious to the Board, the members of which are well acquainted with the system of organization of schools. Teachers' salaries are uniform in male and female schools for like positions. Janitors' wages and expenses of lighting have but little variation in proportion to the number of pupils in any school building. Books and other supplies from the Depository vary according to the number of pupils, the establishment of a new school in any year, or any unavoidable accident. The equipment of a new school, therefore, with an attendance of say one hundred and fifty pupils, involves an increase of expenditure for whatever may be necessary to add to the price paid for teaching; an increase of say two hundred pupils in a school established by so much as the salaries of a Principal, Vice-Principal, &c., Janitors' wages, fuel and lights, for a whole school. Entire new books and stationery for the new school, may exceed the salaries of the necessary assistant teachers, the few additional lights and books, &c., and the slight increase of fuel in the school already established. The comparison might be more accurate but for the impossibility of getting the necessary statistics at the date of this report. The Committee have entire confidence, however, in saying that the expenses of the Evening Schools for the current year have not been in any considerable

item advanced beyond the reasonable expectations and requirements of the Board.

The Principals, Vice-Principals and Assistant Teachers, engaged in the schools during the year, are generally entitled to the commendations of the undersigned, for the faithful and efficient manner in which they have performed their laborious and responsible duties. Delinquencies of any kind have been infrequent, and an earnest desire to advance pupils and elevate the character of the several schools seemed to animate all.

Schedules D and E hereunto appended, will show the detailed attendance, ages and constant attendance of the pupils during the term, and Schedule F the expenditures during the same time.

The Committee beg to commend this branch of public instruction to the favorable consideration of the Board.

Dated 29th December, 1856.

A. J. PERRY,
WM. JONES, JR.,
ALBERT SMITH,
E. BOOTMAN,
WM. SINCLAIR,
GEORGE WHITE,
FLORENCE MCCARTHY,
Committee.

Schedule A,

Showing the Number Registered and their Ages, the Largest Number Present at any one time, and the Average for the Term of Nine Weeks, ending on March 5th, 1856.

MALE DEPARTMENTS.

Evening Schools.	Number on Register.	Under 16 years of age.	Over 16 and under 21 years of age.	Over 21 years of age.	Largest number present at any one time.	Number that attended less than one month.	Number that attended over one month and under two.	Number that attended the full term.	Average for the term.	Number that attended previous years.	Number of certificates distributed.
1st Ward,.....	436	196	138	102	352	162	145	129	264	338	115
4th ".....	310	159	125	26	193	134	83	93	156	257	70
5th ".....	209	89	79	41	150	70	61	78	102	160	34
6th ".....	359	226	96	37	232	95	189	175	199	249	145
7th ".....	309	152	112	45	185	87	60	162	160	246	70
8th ".....	402	183	156	63	268	131	56	221	201	365	130
9th ".....	116	57	48	11	77	43	36	37	46	87	43
10th ".....	370	233	97	40	235	63	100	207	178	280	180
11th ".....	550	201	114	235	540	72	25	453	405	350	214
12th { Harlem,.....	62	29	25	8	48	13	24	25	40	48	22
{ Carmansville,..	17	3	6	8	14	4	4	9	8	11	4
14th Ward,.....	187	120	49	18	151	65	49	73	83	142	43
15th ".....	223	115	79	29	171	56	18	119	138	165	72
16th ".....	251	126	94	31	208	53	66	132	152	202	88
18th ".....	277	157	91	29	253	54	89	134	181	223	75
20th ".....	169	111	43	15	141	54	42	73	100	136	30
22d ".....	397	205	117	75	289	95	75	227	245	328	186
Colored,.....	42	10	4	28	30	23	9	10	21	27	10
Total,.....	4686	2372	1473	841	3557	1274	1131	2357	2679	3614	1531

FEMALE DEPARTMENTS.

1st Ward,.....	182	148	34	—	152	58	58	66	113	143	67
4th ".....	273	184	74	15	256	58	71	144	177	231	140
7th ".....	110	81	26	3	77	43	58	9	61	6	15
8th ".....	219	146	56	17	180	23	49	107	116	189	70
10th ".....	192	101	61	30	169	59	13	122	144	176	100
11th ".....	202	111	57	34	157	33	37	132	131	160	72
14th ".....	106	68	29	9	85	30	26	50	65	33	30
15th ".....	130	87	29	14	115	17	31	82	85	89	41
16th ".....	152	96	45	11	109	32	49	71	85	116	58
18th ".....	151	109	37	5	139	28	61	62	92	128	57
22d ".....	268	79	128	61	252	20	73	175	163	110	95
Colored,.....	80	3	5	72	58	28	9	43	37	27	32
Total,.....	2065	1213	581	271	1749	429	535	1063	1269	1408	777
Grand Total,.....	6751	3585	2054	1112	5286	1703	1666	3420	3948	5022	2308

Schedule B,

*Showing the Average Attendance, each Week separately stated, for the Term of
Nine Weeks, ending on March 5th, 1856.*

MALE DEPARTMENTS.

Evening Schools.	1st Week.	2d Week.	3d Week.	4th Week.	5th Week.	6th Week.	7th Week.	8th Week.	9th Week.
1st Ward,.....	211	258	278	262	261	250	268	295	301
4th ".....	102	150	166	182	171	168	149	142	160
5th ".....	83	98	120	131	107	97	100	96	100
6th ".....	65	150	194	206	200	208	208	202	217
7th ".....	157	176	176	166	172	170	167	132	122
8th ".....	205	225	205	188	234	188	203	189	184
9th ".....	52	59	55	51	41	40	36	42	43
10th ".....	173	212	216	200	171	177	146	149	159
11th ".....	368	425	430	440	433	423	399	355	435
12th " { Harlem,.....	30	36	43	45	44	47	42	42	40
{ Carmansville,.....	6	8	10	12	8	8	8	8	8
14th ".....	76	84	79	85	85	77	66	67	123
15th ".....	120	145	143	152	137	136	137	137	148
16th ".....	123	184	182	160	161	140	142	140	134
18th ".....	148	151	204	204	211	173	175	183	180
20th ".....	88	97	101	107	111	103	102	94	93
22d ".....	231	263	276	250	239	244	247	244	243
Colored,.....	24	26	21	22	21	17	18	17	25
Total,.....	2262	2747	2899	2863	2808	2666	2613	2534	2715

FEMALE DEPARTMENTS.

1st Ward,.....	97	105	120	117	106	108	112	126	131
4th ".....	169	191	193	185	165	170	165	169	225
7th ".....	35	36	70	68	69	69	62	57	69
8th ".....	98	113	135	125	111	106	103	113	133
10th ".....	107	133	157	160	153	139	137	159	151
11th ".....	143	136	153	146	139	128	126	120	109
14th ".....	62	69	73	64	60	61	63	63	79
15th ".....	72	94	95	89	77	80	79	82	100
16th ".....	63	76	95	93	96	86	85	85	90
18th ".....	66	78	105	100	108	90	96	99	95
22d ".....	132	146	158	162	162	163	169	183	211
Colored,.....	35	33	41	41	35	35	34	40	48
Total,.....	1079	1210	1395	1350	1281	1235	1231	1296	1441
Grand Total,.....	3341	3957	4294	4213	4089	3901	3844	3830	4156

Schedule C,

*Showing the Amount Paid on account of Evening Schools, during the term of
Nine Weeks, commencing January 2d, and ending March 5th, 1856.*

EVENING SCHOOLS in account with

THE CITY CHAMBERLAIN.

Dr.

To appropriations by the Board of Education,..... \$16,000 00

Cr.

By amounts paid—

For overdraft in 1855,.....	\$162 63	
For lighting in 1855,.....	1548 54	
	<u> </u>	\$1711 17

1856.

For Teachers' Salaries,.....	\$11,790 83	
" Janitors' Wages,.....	630 00	
" Lighting,.....	1,342 10	
" Gas Fixtures and Repairs,.....	162 14	
" Certificates,.....	173 17	
" Printing and Advertising,.....	55 63	
" Supplies & Incidental Expenses,	147 43	
	<u> </u>	14,301 30
		<u> </u> \$16,012 47
Overdrawn,.....		<u> </u> \$12 47

EXPENSES OF THE TERM OF NINE WEEKS.

Amount paid as above,.....	\$14,301 30
Value of Books and Supplies furnished from the Depository,..	1,184 34
	<u> </u>
Total Expenses for the Term,.....	<u> </u> \$15,485 64

Schedule D,

Showing the Number Registered, and their Ages, the largest Number present at any one time, and the Average for the Term of Twelve Weeks, ending on the 23d of December, 1856.

MALE DEPARTMENTS.

WARDS.	Number on Register.	Under 16 years of age.	Over 16 and under 21 years of age.	Over 21 years of age.	Largest number that attended at any one time.	Number that attended less than one month.	Number that attended over one month and under two.	Number that attended over two months and under three.	Number that attended the full term.	Average for the term.	Number who attended Evening School in previous years.	Number of Certificates distributed.
1st	601	313	190	98	274	239	97	104	161	200	376	57
4th	818	462	290	66	368	299	172	144	203	282	558	85
5th	477	253	173	51	229	182	78	82	135	183	259	47
6th	848	409	224	125	359	222	306	179	141	270	428	89
7th	609	372	180	57	274	234	127	95	153	195	353	28
8th	503	296	212	65	327	95	75	82	251	223	319	47
9th	453	222	203	28	165	172	114	86	81	123	239	27
10th	588	302	176	110	435	156	141	70	221	285	178	75
11th	886	530	179	177	754	74	156	213	443	614	535	280
12th { Harlem.....	120	61	43	16	69	50	23	14	33	60	56	15
	230	55	97	78	211	40	18	12	160	133	68	75
	186	105	61	20	156	45	56	....	85	119	66	45
13th	211	135	60	16	124	74	51	41	45	78	68	15
14th	472	298	107	67	251	210	73	62	127	160	263	54
15th	461	223	184	54	262	172	68	42	179	209	154	74
16th	863	451	296	116	384	525	97	103	138	323	44	129
18th	616	389	181	21	529	147	118	138	213	345	509	112
19th	269	141	104	25	210	82	79	43	65	106	88	26
20th	414	259	119	36	300	46	85	122	161	254	244	77
21st	496	255	193	48	240	220	35	14	227	193	96	85
22d	680	368	248	64	443	270	140	60	210	318	396	187
Colored	159	21	42	96	59	91	30	12	26	48	35	10
Total.....	10960	5940	3562	1434	6430	3563	2060	1675	3393	4746	5611	1630

SCHEDULE D.—Continued.

FEMALE DEPARTMENTS.

WARDS.	Number on Register.	Under 16 years of age.	Over 16 and under 21 years of age.	Over 21 years of age.	Largest number that attended at any one time.	Number that attended less than one month.	Number that attended over one month and under two.	Number that attended over two months and under three.	Number that attended the full term.	Average for the term.	Number who attended Evening Schools in previous years.	Number of Certificates distributed.
1st	293	231	52	10	178	118	52	74	49	136	144	40
4th	521	356	144	21	300	173	127	100	121	205	271	71
6th	353	220	89	44	195	58	76	93	126	155	52	40
7th	200	159	35	6	119	87	64	45	4	94	65	35
8th	310	232	60	18	203	72	57	77	104	164	105	65
10th	287	143	91	53	246	87	54	33	113	211	259	104
11th	288	204	72	12	256	38	28	6	216	198	172	65
12th Yorkville ..	59	54	3	2	52	14	6	3	45	40	1	10
14th	269	186	64	19	136	88	39	56	86	110	123	26
15th	294	170	91	33	151	39	45	79	131	123	107	32
16th	358	246	78	34	273	50	71	78	149	207	104	85
18th	273	88	113	72	205	51	36	20	172	166	138	127
22d	371	194	168	9	274	72	85	88	126	226	145	98
Colored.....	156	15	26	115	73	50	38	33	35	51	48	12
Total,.....	4032	2498	1086	448	2661	997	772	785	1477	2086	1734	810
Grand Total,...	14,992	8438	4648	1882	9091	4560	2832	2460	4870	6832	7345	2449

Schedule E.

Showing the Average Weekly Attendance at the Evening Schools, each Week separately stated, for the Term of Twelve Weeks, ending on December 23, 1856.

MALE DEPARTMENTS.

WARDS.	1st Week.	2d Week.	3d Week.	4th Week.	5th Week.	6th Week.	7th Week.	8th Week.	9th Week.	10th Week.	11th Week.	12th Week.
1st	225	236	213	204	168	205	203	179	177	205	197	184
4th	337	327	329	284	232	284	....	262	268	255	243	277
5th	210	199	213	186	171	192	168	176	187	169	172	155
6th .....	....	276	302	262	226	288	280	259	274	305	260	242
7th	242	237	220	227	155	183	183	179	177	163	169	181
8th	314	279	262	225	198	210	207	202	193	190	193	164
9th	160	134	132	108	105	121	119	128	124	112	111	121
10th	367	339	310	292	265	317	301	269	269	255	254	197
11th	634	664	669	620	506	651	621	595	622	605	587	603
12th, Harlem	58	52	61	64	58	61	65	60	62	58	60	56
“ Manhattanv'le	77	90	131	127	137	147	127	135	140	143	171	119
“ Yorkville....	143	132	124	125	129	115	117	112	104	100	100	116
13th	99	93	83	86	69	79	93	75	40	72	75	78
14th	232	175	180	151	147	154	163	143	156	133	130	151
15th	236	226	235	202	189	212	206	200	204	192	187	216
16th	287	334	351	350	344	358	341	320	318	302	274	292
18th	483	428	400	317	264	325	317	316	332	321	328	312
19th	183	144	118	99	79	99	82	91	93	88	89	88
20th	279	269	292	257	218	262	275	255	239	231	233	258
21st	201	188	171	160	169	198	200	198	200	199	208	225
22d	382	410	392	378	328	353	347	317	354	302	310	312
Colored	43	51	55	56	45	52	46	48	47	43	45	44
Total	5192	5283	5243	4780	4902	4866	4461	4519	4580	4443	5196	4491

FEMALE DEPARTMENTS.

1st	157	154	158	139	119	138	134	132	133	129	123	123
4th	258	279	274	234	206	230	71	149	178	152	164	135
6th	124	138	159	144	148	168	158	154	172	172	162	158
7th	85	104	109	98	85	103	100	89	92	82	94	94
8th	159	183	189	170	150	168	173	161	153	144	151	182
10th	191	206	227	237	199	224	225	211	219	204	198	203
11th	167	214	232	214	180	204	203	200	196	190	182	197
12th, Yorkville ..	34	48	45	43	37	45	41	42	38	33	33	40
14th	114	115	121	110	92	116	117	112	103	105	107	117
15th	198	126	133	123	109	129	139	125	120	115	112	138
16th	137	185	233	225	181	230	220	227	228	210	216	206
18th	144	186	188	178	152	169	168	158	166	158	161	168
24d	243	238	252	236	216	238	238	234	226	209	197	194
Colored	38	43	53	59	43	59	57	52	53	60	50	44
Total	2049	2217	2373	2210	1917	2211	2044	2046	2077	1963	1950	1999
Grand Total....	7241	7500	7616	6990	6819	7077	6505	6565	6657	6406	7146	6490

Schedule F.

Showing the expenses incurred on account of Evening Schools, during the term of Twelve Weeks, commencing October 6, and ending December 23, 1856.

EVENING SCHOOLS in account with the

CITY CHAMBERLAIN.

DR.

To appropriations by the Board of Education,..... \$24,000 00

CR.

By amounts paid—

For overdraft during last term.....	\$12 47	
" Teachers' Salaries.....	\$20,757 02	
" Janitors' Wages.....	1,016 00	
" Lighting.....	319 92	
" Gas Fixtures and Repairs.....	909 56	
" Certificates	240 00	
" Printing.....	153 78	
" Advertising.....	350 72	
" Supplies and Incidental Expenses	194 57	
	<u>23,941 57</u>	
		<u>23,954 04</u>
Balance		<u>\$45 96</u>

EXPENSES OF THE TERM OF TWELVE WEEKS.

Amount paid as above.....	\$23,941 57
Value of Books and Supplies furnished from Depository.....	6,701 29
Gas bills rendered but not yet paid.....	1,731 43
Total Expenses of the Term.....	<u>\$32,374 29</u>

EIGHTH ANNUAL REPORT
ON THE
OPERATIONS AND CONDITION
OF
THE FREE ACADEMY,
BY THE
BOARD OF EDUCATION
OF
THE CITY OF NEW YORK.

JULY, 1856.



NEW YORK:
PRINTED BY R. CRAIGHEAD,
Caxton Building,
81, 83, AND 85 CENTRE STREET.

1857.



REPORT.

To the Common Council of the City of New York, and to the Board of Regents of the University of the State of New York :

IN pursuance of the seventh subdivision of the third section of the "Act to amend, consolidate, and reducè to one act, the various acts relative to the Common Schools of the City of New York," passed July 3, 1851, and of the act amendatory thereto, passed March 9, 1855, the Board of Education make this, their EIGHTH ANNUAL REPORT, showing the operations and condition of the Free Academy of the City of New York.

The condition of the Free Academy, on the 22d day of July, 1856, (the Tuesday before the fourth Wednesday in July, in each and every year, being the day which the said Board has heretofore declared, at a legal meeting thereof, that the Academic year of said Institution ended,) in respect to the several subject-matters required to be reported on by them, was as follows.

I. GROUND FOR ACADEMIC BUILDINGS.

Present value,	\$37,810
Paid for original lot,	\$25,000
" additional ground,	12,810
	<hr/>
	\$37,810

II. ACADEMIC BUILDINGS.

Paid for Building Academy,	\$48,000 00
“ “ Alterations and repairs, and permanent fitting up, as per former Reports,	23,708 90
“ “ Repairs and Improvements, 1854, as per Report of that year,	1,962 72
“ “ Repairs and Improvements as per last Report,	219,69
“ “ Repairs and Improvements, 1856, to date of this Report,	3,032 86
	<hr/>
	\$76,924 17

It has no other real estate.

III. ACADEMIC LIBRARY.

The original cost of the Library cannot be stated with precision, as many of the books were donated to the Academy by friends of the Institution. An estimated value, however, is given, which will be found by reference to this and former Reports.

The Library contains about four thousand six hundred and seventeen volumes (as per last Report), and about ten thousand text-books and books of reference. The text-books and books of reference do not form any part of the Library proper.

Amount paid for Library books, as per last Report,	\$6,366 75
“ expended for Library books, since date of last Report,	1,252 83
	<hr/>
	\$7,619 58

The following is a list of the Books added to the Library since the date of last Report :

	VOLS.
Œuvres de La Place, . . . (4to)	7
Senceæ Opera, . . . (8vo)	5
Deutsche Grammatik, . . . (8vo)	5
Heyse Handwoerterbuch, . . .	3
Deutsche Synonymik, . . .	2
Dicecionario de la Rima, . . .	1

	VOLS.
Dictionario de Sinonimos,	1
Lysiae Orationes, (8vo)	1
Mechanik und Maschinenhaus, (8vo)	1
Fabulae Æsopæ, (8vo)	1
Isocratis Opera, (8vo)	1
Dictionnaire des Sciences, &c., (8vo)	1
Lagrange's Meeanique Analytique, (4to)	2
Puffendorf's Law of Nations, (folio)	1
Blair's Chronology, (8vo)	1
Strutt's Sports and Pastimes, (8vo)	1
Blakey's Moral Science, (8vo)	1
Pictet's Paleontology, with Atlas,	3
De La Rive's Electricity,	1
Pontecoulant's Systeme, (8vo)	2
Delaunay's Mecanique,	1
Legendre's Theorie des Nombres, (4to)	1
Flugel's German Dictionary, (8vo)	2
American Pulpit, (Fowler,) (8vo)	1
Progress of Religious Ideas, (8vo)	3
Webster and his Masterpieces, (16mo)	2
Davenport's New York, (16mo)	1
Headley's Second War with England, (12mo)	2
Mann on Education, (12mo)	1
Brown's Philosophy, (8vo)	2
Napoleon at St. Helena, (8vo)	1
Motley's Dutch Republic, (8vo)	3
Circumnavigation of the Globe, (12mo)	1
Rogers's Table Talk, (12mo)	1
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Lofty and the Lowly, (12mo)	1
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Cumberland's Memoirs, (8vo)	1
Schwegler's Philosophy, (12mo)	1
Evenings at Donaldson Manor, (12mo)	1
Phillips, Curran and Grattan, (8vo)	1

		VOLS.
Conant's (Mrs.) Hist. of the English Bible,	(12mo)	1
Widow Bedott Papers,	(12mo)	1
Hugenot Family,	(12mo)	1
Country Life,	(12mo)	1
Channing's Works,	(12mo)	3
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McIlvaine's Evidences of Christianity,	(12mo)	1
Foster's Essays,	(12mo)	1
" Popular Ignorance,	(12mo)	1
Harris's Man Primeval,	(12mo)	1
Guyot's Earth and Man,	(12mo)	1
Kirkland's (Mrs.) Holidays Abroad,	(12mo)	2
" " New Home,	(12mo)	1
" " Evening Book,	(12mo)	1
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Pope's Works, . . .		(8vo)	1
Milton, Young, &c., . . .		(8vo)	1
Distinguished American Generals, . . .		(12mo)	1
Gilbart on Banking, . . .		(8vo)	1
Harsha's Orators, . . .		(8vo)	1
Types of Mankind, (Nott and Gliddon,) . . .		(8vo)	1

	VOLS.
Dana's Mineralogy,	(8vo) 1
" Coral Reefs,	(8vo) 1
Pool's Index to Periodical Literature,	(8vo) 1
Winthrop's Speeches,	(8vo) 1
Goodrich's British Eloquence,	(8vo) 1
Alison's Essays,	(8vo) 1
Müller's Physics,	(8vo) 1
Hammond's Political History of N. Y.,	(8vo) 3
Bolingbroke's Works,	(8vo) 4
Webster's "	(8vo) 6
Hildreth's Hist. U. S.,	(8vo) 6
Bremer's Diary and Life in Dalecarlia,	(8vo) 1
Blakey's History of Logic,	(8vo) 1
Graham's Elements of Chemistry, (1st vol.,)	(8vo) 1
Cooper's Naval History,	(8vo) 1
The Potiphar Papers,	(12mo) 1
Trench on Miracles,	(8vo) 1
" " Parables,	(8vo) 1
" " Study of Words,	(12mo) 1
" " Past and Present,	(12mo) 1
" " Proverbs,	(12mo) 1
" " Synonymes of the New Testament,	(12mo) 1
Wells' Familiar Science,	(12mo) 1
Banvard's Plymouth and the Pilgrims,	(12mo) 1
Banvard's Tragic Scenes,	(12mo) 1
Thornton's Cape Anne,	(12mo) 1
Knowledge is Power, (Knight,)	(12mo) 1
Chemistry of Common Life,	(12mo) 2
Lippincott's Gazetteer of the U. S.,	(8vo) 1
Pronouncing Gazetteer of the World,	(large 8vo) 1
Arvine's Anecdotes of Literature,	(8vo) 1
Thackeray's Jeames' Diary,	(12mo) 1
" Dr. Birch,	(12mo) 1
Salad for the Social,	(12mo) 1
Sparrowgrass Papers,	(12mo) 1
Essays from London Times, (2d series,)	(16mo) 1
Mrs. Stowe's Sunny Memories,	(12mo) 2
Star Papers, (H. W. Beecher,)	(12mo) 1
Up the River, (Shelton,)	(12mo) 1

			VOLS.
Wheeler's Homes for the People,	.	(12mo)	1
Country Margins, &c., (Hammond,)	.	(12mo)	1
Am. Evening Entertainments,	.	(12mo)	1
Rural Life of America,	.	(12mo)	1
Wild Scenes in a Hunter's Life,	.	(12mo)	1
New-England Boys,	.	(12mo)	1
Alison's History of Europe, (2d Series,)	.	(8vo)	2
Wonders of Science, (Mayhew,)	.	(16mo)	1
The Philosopher, " "	.	(16mo)	1
Maury's Geography of the Sea,	.	(8vo)	1
Brewerton's Kansas,	.	(12mo)	1
Two Lives, (Miss McIntosh,)	.	(12mo)	1
Kingsley's Poems,	.	(12mo)	1
Yankee Travels through Cuba,	.	(12mo)	1
African Continent,	.	(12mo)	1
Redburn, (Melville,)	.	(12mo)	1
White Jacket " "	.	(12mo)	1
Typee " "	.	(12mo)	1
Barry Lyndon,	.	(12mo)	1
Thackeray's Mr. Brown's Letters,	.	(12mo)	1
Punch Prize Novelists,	.	(12mo)	1
Amy Lee,	.	(12mo)	1
Lampighter,	.	(12mo)	1
Ida May,	.	(12mo)	1
Story's Miscellaneous Works,	.	(8vo)	1
Dugald Stewart's Works,	.	(8vo)	9
Bowen's Political Economy,	.	(8vo)	1
Vattel's Law of Nations,	.	(8vo)	1
Everett's Orations,	.	(8vo)	2
Humboldt's Island of Cuba,	.	(12mo)	1
Mormons at Home,	.	(12mo)	1
Elkanah Watson's Men and Times of the Revolution,	.	(8vo)	1
The American Statesmen, (Banvard,)	.	(12mo)	1
Roget's Thesaurus,	.	(12mo)	1
Bancroft's (Geo.) History of the United States,	.	(8vo)	2
Melbourne and the Chincha Islands,	.	(12mo)	1
Beatrice, (Miss Sinclair,)	.	(12mo)	1
Life of John Q. Adams,	.	(12mo)	1
Life on the Plains,	.	(12mo)	1

		VOLS.
Gardner's Music of Nature, . . .	(8vo)	1
Walker's Elocution, . . .	(12mo)	1
Memorials of Webster, . . .	(16mo)	1
Dickens' (Chas.) Works, . . .	(8vo)	12
Josephus' Works, . . .	(8vo)	2
Dunallan, . . .	(12mo)	1
Swiss Family Robinson, . . .	(12mo)	1
Chambers' Repository, . . .	(16mo)	6
Putnam's Hand-book of Geography, . . .	(12mo)	1
Life of Wellington, (Bohn's Lib.,)	(12mo)	1
Victories of Wellington, "	(12mo)	1
Marco Polo's Travels, "	(12mo)	1
Lamb's Specimens of English Drama, "	(12mo)	1
Lawrence's Lectures, "	(12mo)	1
Smith's Natural History of Man, "	(12mo)	1
History of Magic, "	(12mo)	2
Poetry of Science, "	(12mo)	1
Humboldt's Personal Narrative, "	(12mo)	1
Mantell's Geological Excursion, "	(12mo)	1
Cervantes' Novels, "	(12mo)	1
Grammont's (Count De) Memoirs, "	(12mo)	2
Rabelais' Works, "	(12mo)	1
Classic Tales, "	(12mo)	1
Smyth's Lectures on French Revolution, "	(12mo)	2
British Poets, "	(12mo)	4
Kelly's Russia, "	(12mo)	2
Mather's Providences in New-England, .	(12mo)	1
Haddon Hall, (Bohn's Lib.,)	(12mo)	1
Loudon's Naturalist, "	(12mo)	1
Lowth's Hebrew Poetry, . . .	(12mo)	1
Hand-book of London, (Bohn's Lib.,)	(12mo)	1
Mudie's British Birds, "	(12mo)	2
Humphrey's Coin Collectors, "	(12mo)	2
Bacon's Novum Organum, "	(12mo)	1
Hunt's Elements of Physics, "	(12mo)	1
Staunton's Chess Player's Hand-book, "	(12mo)	1
Stockhardt's Agricultural Chemistry, "	(12mo)	1
Geology and Scripture, "	(12mo)	1
Bridgewater Treatises, "	(12mo)	3

			VOLS.
Smyth's Lectures, (Bohn's Lib.,)	.	(12mo)	2
Locke's Philosophical Works, "	.	(12mo)	2
Mignet's French Revolution, "	.	(12mo)	1
De Lolme on the Constitution, "	.	(12mo)	1
Lives of American Merchants, (Hunt,)	.	(8vo)	1
Life of Red Jacket, (Stone,)	.	(12mo)	1
Life of Brandt, "	.	(8vo)	2
Wilson's Outlines of History, .	.	(8vo)	1
Carson's Works, .	.	(12mo)	5
Indications of the Creator, .	.	(12mo)	1
Words in Earnest, .	.	(12mo)	1
Parley's Household Library, .	.	(8vo)	1
" Pictorial "	.	(8vo)	1
Physical Theory of Another Life, (Taylor,)	.	(12mo)	1
Alderbrook, (Fanny Forrester,)	.	(12mo)	2
London Curiosities, (Hist. and Lit.,)	.	(12mo)	1
Town and Country, .	.	(12mo)	1
Interpretation of the Scriptures, .	.	(12mo)	1
Duncan's Antiquity, .	.	(12mo)	1
Experience of a Barrister, .	.	(12mo)	1
Boyhood of Extraordinary Men, .	.	(12mo)	1
Wilson's ("Christopher North") Works, .	.	(12mo)	2
History of the Middle Ages, (Kæppen,)	.	(12mo)	2
Charms and Counter-charms, .	.	(12mo)	1
D'Israeli's Curiosities of Literature, .	.	(8vo)	1
" Miscellanies, .	.	(8vo)	1
Coleridge's (S. T.) Works (by Professor Shedd),	.	(12mo)	7
Schmidt on Education, .	.	(12mo)	1
Kingsley's Yeast, .	.	(12mo)	1
Grote's History of Greece, (9th, 10th, and 11th vols.)	.	(12mo)	3
The Huguenot Exiles, "	.	(12mo)	1
Morrell's History of Philosophy, .	.	(8vo)	1
Natural History of Enthusiasm, (Taylor,)	.	(12mo)	1
Young Man's Friend, .	.	(12mo)	1
Florence Edgerton, .	.	(16mo)	1
Three Months under the Snow, .	.	(16mo)	1
Green Mountain Boys, .	.	(12mo)	1
Elements of Thought, (Taylor,)	.	(12mo)	1
South's Sermons, .	.	(8vo)	4

	VOLS.
Carpenter's Physiology,	(8vo) 1
National History of America,	(8vo) 2
Sir William Temple's Works,	(8vo) 4
Moseley's Engineering, (Mahan,)	(8vo) 1
Selections from Landon, (Hilliard,)	(12mo) 1
Com. Perry's Expedition,	(8vo) 1
Entertaining Library,	(12mo) 6
Wilkinson's Memoirs,	(8vo) 3
Simcoe's Military Journal,	(8vo) 1
Mrs. Browning's Poems,	(12mo) 3
Stories from History,	(12mo) 1
Reid's Philosophy,	(12mo) 1
Carpenter on the Microscope,	(8vo) 1
Earth, Plants, and Man,	(12mo) 1
Manning's Law of Nations,	(8vo) 1
Polson's Law of Nations,	(12mo) 1
Hale's History of Common Law,	(12mo) 1
Henry VIIIth and his Wives,	(12mo) 1
Biblical Legends,	(12mo) 1
Comte's Philosophy, (Bohn's Lib.)	(12mo) 1
Smith's (Adam) Moral Sentiment, "	(12mo) 1
Breckenridge's History of the Last War,	(12mo) 1
Barnard's Education in Europe,	(8vo) 1
Histoire des Revolutions du Langage,	(8vo) 1
Gwilt's Encyclopedia of Architecture,	(8vo) 1
Joyce's Dialogues, (Bohn's Lib.,)	(12mo) 1
Neander's Planting of Christianity, "	(12mo) 2
Foster's Life and Correspondence, "	(12mo) 2
Gerhardt's Chimie,	(12mo) 3
The Iroquois, by Minnie Myrtle,	(12mo) 1
Ancient Lit. and Art, (Sears, Edwards and Felton,)	(12mo) 1
Audubon's Birds of America,	(8vo) 7
" Quadrupeds of America,	(8vo) 3
Encyclopedia of American Literature, (Duyckinck,)	(8vo) 2
Blackwood's Magazine	2
American Journal of Education,	1
North American Review,	1
Westminster Review,	1
Edinburgh Review,	1

	VOLS.
London Quarterly Review,	1
North British Review,	1
Documentary History of New York, (O'Callaghan,) Vol. 4, .	1
Colonial History of New York, Vol. 9,	1
(Vol. 8 has not been received from the Regents.)	
Schoolcraft's Hist. of the Indian Tribes in the U. S., Part V.,	1
Annals of Congress from 1812 to 1819, (inclusive,) . . .	12
Congressional Globe, (33d Congress,)	6
Smithsonian Contributions to Knowledge, Vol. 6, . . .	1
Army Meteorological Register,	1
New York Meteorology, (Hough,)	1
Patent Office Report, 1854,	2
Smithsonian Report,	2
Finance Report, House Rep. U. S., 1854,	1
Commerce and Navigation, House Rep. U. S., 1854, . .	1
Reports Board of Education, 1854,	1
Documents of " "	1
	<hr/> 817

IV. APPARATUS, FINE ARTS, &c.

Philosophical, Mathematical, and Chemical.

The remarks made in reference to the original cost of the Library, are also applicable to the original cost of the Apparatus. Amount paid from City Treasury for Apparatus, as

per last Report,	\$7,604 58
Amount paid since date of last Report,	483 35
Total	<hr/> \$8,087 93

The following is a list of the additions made to the Apparatus since the date of last Report:—

Rotoscope; or Mechanical Paradox.

30 boxes Drawing Instruments.

“ Rules and Triangles.

12 Plaster Models to illustrate the wave theory of Light.

1 Develles Lamp.

1 Contact Goniometer.

- 1 Apparatus for the Decomposition of Water.
 - 1 Wooden Stand for Optical Apparatus.
- Glass vessels of various kinds, for the Laboratory.

Natural History, Physiology, &c.

The Department of Natural History contains about three thousand Specimens, no additions having been made thereto since the date of last Report. They are as follows:—

Specimens in Conchology,	500
“ Mineralogy,	2,200
“ Geology,	300

Physiology, &c.

- 1 Manikin.
- 1 Skeleton.
- 1 Separated Skull.
- 1 Enlarged Model of the Eye.
- 1 “ “ Ear.
- 1 “ “ Larynx.

Laboratory

The Laboratory of the Free Academy is well provided with the necessary apparatus of glass and porcelain, and with an extensive suite of Chemical preparations, to which additions are constantly made by the Professor having charge of the Department. The Physical Cabinet is also large, and contains most of the best French and German instruments, imported expressly for the Academy. This collection contains all the apparatus necessary for the experimental illustration of the phenomena of Light, Heat, Electricity, and Magnetism.

LIST OF APPARATUS.

The following is a complete list of apparatus, and of the Casts and Models in the Department of Fine Arts, belonging to the Free Academy:—

PNEUMATICS.

- Chamberlain's Air-Pump.
- Condensing Syringe.
- Bell Glasses for Air-Pump (3).

Bladder and Hand Glass.
 Magdeburg Hemispheres.
 Upward Pressure Apparatus.
 Bursting Squares (12).
 Wire Guard for do.
 Hand Air Pump.
 Guinea and Feather Glass.
 Water Hammer.
 Balance with Air-Globe and Counterpoise.
 Bell, with Standing Rod.
 Barometers (2).

HYDROSTATICS AND HYDRODYNAMICS.

Set of Glasses to illustrate Equilibrium of Fluids.
 Hydrostatic Bellows.
 Archimedes' Screw.
 Working Models of Lifting and Forcing Pumps.
 Hero's Fountain.
 Barker's Mill.
 Glass Balloon (with Jar and Images).
 Hydrostatic Paradox.
 Halstat's Apparatus for the Pressure of Liquids.
 Apparatus for body immersed in a Liquid.

GALVANISM, MAGNETISM, ELECTRO-MAGNETISM, HEAT.

Groves Battery of 12 pairs (Platina Strips).
 Daniell's Batteries of 6 pairs.
 Wheatstone's Rheostat.
 Galvanometer (Suspension Thread).
 Vertical Galvanometer.
 Tangent Compass.
 Large Simple Galvanometer.
 Decomposing Cell (2 Gas Tubes).
 Apparatus for Attraction and Repulsion of Currents.
 Contracting Helix.
 Magnet revolving around a Conductor.
 Conductor revolving around a Magnet.
 Magnet on its own axis.
 Vibrating Wire (Magnet of three pieces).

Revolving Spur Wheel.
 Gold Leaf Galvanoscope.
 De la Rive's Ring.
 Revolving Coil.
 Thermo-Electric Revolving Arch.
 Magnetizing Helix.
 Helix on Stand, with Iron Bar.
 Helical Ring and Semicircle.
 Large Electro-Magnet.
 Revolving Armature.
 Reciprocating Engine.
 Revolving Electro-Magnet.
 Electro-Magnet, revolving with the Earth's Action.
 Clock-Work Electrotome.
 Magneto-Electric Machine (Brass Legs ; quantity and intensity Helices).
 Separable Helices and Handles (2).
 Flat Spirals (3 lb. each ; 2).
 Thermo-Electric Series (10 pairs).
 Thermo-Electric Rectangle.
 Ampère's Electropeter.
 Simple Bar Magnets (4).
 Compound Bar Magnet.
 Simple U Magnet.
 Magnetic Needle on horizontal stand.
 Dipping Needle.
 Set of Steel Bars for Magnetization.
 Morse's Telegraph Model.
 Ruhmkorff's Apparatus for Induction.
 Bunsen's Battery of 50 pairs.
 Apparatus for fixing the Electric Light.
 Smee's Battery of 4 pairs.
 Pictet's Brass Mirrors.
 Hot Water Cube.
 Regnault's Apparatus for Specific Heat.
 Melloni's Thermo-Electric Apparatus.
 Apparatus for Expansion of Solids.
 " " Conduction of Heat.
 Hydro-Oxygen Blowpipe.
 Davy's Safety Lamp (2).

Blowpipe and Table.
 Thermometer of Biot.
 Weede's Apparatus for Absorption.
 Ring and Ball for Expansion of Heat.
 2 Bulb Tubes for Expansion of Gases.
 2 " " " " Liquids.
 1 Pyrometer.
 Mounted Diaphragm.
 Barton's Button.
 Freezing Apparatus.

MATHEMATICS.

Theodolites (2) and Tripods.
 Surveyor's Compass (2) and Tripods.
 Level.
 Sextant.
 Quadrant.
 Artificial Horizon.
 Surveyor's Chain and Pins (5 sets).
 Measuring Tape.
 Levelling Staves (2).
 Rods (4).
 Malby's Large Terrestrial Globe (and Compass).
 Malby's Large Celestial Globe (and Compass).
 Engineer's Transit.

OPTICS.

Gregorian Reflecting Telescope (2 feet focal length) presented by
 Edward W. Serrell, Esq., N. Y.
 Observing Telescope.
 Concave Mirror (of 25 centimètres diameter).
 Convex Mirror (of 25 centimètres diameter).
 Plane Mirror (of 25 centimètres diameter).
 Apparatus for Bouquet Experiment.
 Double Convex Lens (on brass).
 " Concave. " "
 Plano-Convex " "
 " Concave " "
 Concavo-Convex " "
 Equilateral Prism. "

Polyprism.
 Achromatic Prism (variable angles).
 Biot's Prism (compartments for volatile liquids).
 Silberman's Heliostat.
 Raspail's Microscope.
 Oberhäuser's "
 Apparatus for Solar Microscope.
 " Diffraction and Interference.
 Nichol's Prism.
 Diaphragms (1 circular and 1 rectilinear).
 Apparatus for Colored Rings.
 Noremberg's Apparatus (improved).
 Soleil's Apparatus (for measuring optic axes of Crystals).
 Collection of Crystals of one and two optic axes, viz.:
 Native Quartz.
 Plate " (2 natural rotations).
 Porte Object.
 Babinet's Compensators (2).
 Plates Sulphate of Lime.
 " Quartz (parallel to axis).
 " Mica ($\frac{1}{2}$ wave length).
 " Quartz.
 " Oblique Quartz (crossed).
 " Spar (perpendicular to axis).
 Plates Tourmaline (perpendicular to axis).
 " Beryl "
 " Carbonate of Lead "
 " Arragonite.
 " Gypsum.
 " Mica.
 " Sulphate of Baryta.
 Tempered Glasses (different forms).
 Apparatus for Movable Hyperbolas.
 Presses and 3 Glasses for Curves.
 " " Compression.
 Fresnel's Apparatus for Double Refraction.
 Parallelopipedons of Fresnel.
 Stereoscope (with Daguerreotypes, &c.)
 Collection of Colored Glasses for Absorption.
 Rhombs of Spar.

Cylindrical Mirror (with pictures).
 Apparatus for Rays of Spectrum.
 Reflecting Goniometer.
 Apparatus for Circular Polarization of Light.
 Lamp for Optical Experiments, and Box for the same.
 Goniometer of Charles and Malus.
 Achromatic Microscope.

MECHANICS, ETC.

Lever, with Appendages, &c.
 Fixed and Movable Pulleys, and their Combinations.
 Loaded Cylinder and Inclined Plane.
 Double Cone and Inclined Bars.
 Pair of Tumblers.
 Model of the Wheel and Axle.
 " Inclined Plane.
 " Screw.
 " Capstan.
 " Crane.
 " Pile-Driver.
 " Jack.

Apparatus showing Action of Endless Screw.
 " " " Cog Wheels.

Atwood's Machine.
 Whirling Table.
 Ten pieces of Apparatus belonging to Whirling Table.
 Roberval's Balance.
 Compound Lever.
 Weights, and Stand for Weights.
 Ivory Balls on Stand (to illustrate collision).
 Apparatus showing the Angle of Reflection.
 Bohnenberger's Machine (for showing the position maintained by
 the axis of the earth in its rotation).
 Pulley, with concentric grooves.
 Apparatus for showing that the part of a pulley enveloped by the
 cord can be less or greater.

MISCELLANEOUS.

Oersted's Apparatus for Compression of Water.
 Dumas' Apparatus for Density of Vapors.
 Guy Lussac " Tension "

Screen for Optical Experiments.
 Hygrometer.
 Monochord.
 Tuning Fork.
 Dagnerreotype Apparatus (complete).
 Apparatus for Maximum Density of Water.
 Anemometer.
 Siren.
 Divided Scales (3).
 Breguet's Metallic Thermometer.
 Chemical Balance.
 Common "
 Hand Air-Pump.
 Regnault's Eudiometer.
 Elliptical Mercury Trough (for Reflexion).
 Sundries—Retorts, Crucibles, Stills, Alembics, &c., &c.

DEPARTMENT OF PHYSIOLOGY, NATURAL HISTORY, ETC., ETC.

One Manikin.
 One Skeleton.
 One Separated Skull.
 One enlarged Model of the Eye.
 " " Ear.
 " " Larynx.
 Specimens in Conchology, 500
 " Mineralogy, 2,200
 " Geology, 300

FINE ARTS—CASTS AND MODELS.

This is a choice collection, and affords extraordinary advantages (perhaps unequalled in this country) for the study of ornament and for the general purposes of art. It may be classified as follows:—

1st. *Casts of Elgin Marbles*, presented by Charles M. Leupp, Esq., "Theseus," "Ilissus," Colossal Head of the Horse from pediment of Parthenon, Metopes and Frieze of the Parthenon, Colossal Caryatides, &c.

2d. *Casts for the Study of the Antique*, from Florence, the Vatican and the Louvre.

1. *Figure*.—"Belvidere Hercules," "Minerva," Torso of the "Laocoon," Torso of "Venus of Milo."
2. *Alto and Basso-Relievo*.—"Victory," "Aleibiades and Aspasia," "Dancers," "Chimera, bearing Rome," "Bacchante and Dionysian Bull," "Bacchus and Ariadne," "Fawn with Panther," "Chariot Race."
3. *Busts*.—"Diogenes," "Pericles," "Venus of Arles," "Venus of Milo," "Townley Muse," "Plato," "Farnese Hercules," colossal "Jupiter," "Homer."
4. *Masks*.—"Aristides," "Sleeping Fawn," "Apollo Belvidere," "Venus of Cnidus," "Dante," "Alexander," "Fawn of the Capitol," &c.
- 3d. *Examples of M. Angelo and Cellini*.—Figure from the Tomb of Lorenzo de Medici, Mask and Arm of Slave, Dog's Head.
- 4th. *Casts from Nature*.—Masks from Henri Quatre, Torso of a Man, Hands, Right Arm of a Man.
- 5th. *Extremities*.—Leg from Statue of Silenus, Leg of Statue of Germanicus, Thigh of the "Laocoon," colossal Hand from Statue of St. Peter, Arm of "Milo."
- 6th. *Pompeian Frescoes*.—Models from Paintings in the Houses of Pompeii.
- 7th. *Architectural Studies* :—
 1. *The Five Orders of Architecture*.—Small Models.
 2. *Friezes*.—Architrave of Temple of "Jupiter Stator," Frieze with Panthers, from the "Ecole des Beaux Arts," Frieze from the Tomb of Henry VII.
 3. *Mouldings*.—Talons of the Architrave and Entablature of the Temple of Jupiter Stator, Torus from that of Minerva Polias, Ornamented Oves, &c.

4. *Byzantine Architecture*.—Capital of Column at Bonn, Column from St. Denis, Capital from Abbey of Benneford, Mounting Post, &c.
5. *Gothic Architecture*.—Rosette Frieze, Jamb from “Ecole des Beaux Arts,” Pilaster with Monk, Antæ from Notre Dame, Mouldings from Westminster, Gothic Panels from wood carvings, Ogees, &c., &c.
6. *Renaissance*.—Parts of a Pilaster, Second part of the same with Capital, &c.
- 8th. *Study of Ornament*.—Reverse of Leaf, Minerva upon Seroll, Vine Mounting, Fragment of Foliage, Leaf from base of Column of Trajan, Ornamental Column, Ornamented base.

V. TITLE TO PROPERTY, INCUMBRANCE, &c.

The said Property is free from all incumbrances.

VI. OTHER ACADEMIC PROPERTY.

There is no other property belonging to the Academy than the lot, building, library and apparatus above described, except fuel, stationery and furniture, partly worn, the present value of which cannot be stated with certainty.

VII. DEBT.

The Academy is free from debt.

VIII. BOOKS AND APPARATUS COMPARED WITH CATALOGUES, &c.

All the books and articles of apparatus possessed by the Academy, have, since the date of the last Report, been, by or under the direction of the Board, carefully examined and compared with the original catalogues or inventories of the books and apparatus belonging to the Academy; and on such examination and comparison, all the books and apparatus belonging to the Academy, and which ought to be in its possession, were duly found to be in such possession, in good order and condition.

IX. SUMMARY STATEMENT.

The total *estimated* value of Academic property, as above described, is as follows:—

Present value of Academic lot, buildings and furniture,	\$114,000
Present value of Library,	7,600
Present value of Text-Books,	10,000
Present value of Philosophical Apparatus,	8,000
Present value of Casts, Models, &c.,	1,500
Present value of Cabinet of Natural History,	1,500
	<hr/>
	\$142,600

X. GENERAL CASH ACCOUNT FOR THE YEAR ENDING ON THE SAID 22D DAY OF JULY, 1856.

CASH RECEIVED.	Dr.	CASH PAID.	Cr.
Balance of Cash on hand at date of last Report, -	\$9,310 05	Cash paid by the Board of Education, during said period, viz.:—	
Cash since received on the following accounts, viz.:—		For Salaries of Teachers and Officers, - -	\$32,328 44
Amount appropriated by the board of Education for support of the Academy, - - - - -	37,500 00	" Repairs and Improvements of Academy building & grounds,	3,032 86
Amount appropriated during said period for Furniture, Apparatus, and Repairs of the Academy, - - - - -	3,500 00	" Text-Books and Stationery, - - - -	2,878 93
Amount received during the said period from the Regents of the University, being the annual appropriation from the Literature Fund, - -	737 90	" Library Books, - -	1,252 83
Amount of Text-Books and Stationery received from the Depository of the Board of Education during said period, - -	2,813 43	" Rebinding Books, -	177 50
		" Chemical Apparatus and Mathematical Instruments, - - -	483 35
		" Chemicals, - - - -	49 25
		" Printing, - - - -	342 03
		" Printing Diplomas, (Parchment, &c.), -	182 50
		" Engraving Dies for Medals (and designs),	270 00
		" Expenses of Examinations, Commencement, &c., - - -	447 42
		" Fuel, - - - - -	677 99
		" Lighting the Academy	38 10
		" Postage, - - - -	14 92
		" Supplies and Cleaning,	198 25
			<hr/>
			42,374 37
		Balance, - -	11,487 01
			<hr/>
	\$53,861 38		\$53,861 38

XI. REVENUE AND EXPENDITURES FOR THE YEAR ENDING ON THE SAID
22D DAY OF JULY, 1856.

REVENUE RECEIVED. <i>Dr.</i>	EXPENDITURES INCURRED. <i>Cr.</i>
Amount of Revenue received during said year, from the following sources, viz. :—	Amount paid on liabilities incurred during said year, on the following account, viz. :—
From appropriations made by the Board of Education, \$43,813 43	For Salaries of Teachers and Officers, . . \$32,328 44
From the Regents of the University, being the last apportionment from the Literature Fund, . . 737 90	" Repairs and Improvements of Academy, building & grounds, 3,032 86
Balance of Cash on hand at date of last Report, . . 9,310 05	" Text-books, Apparatus and Stationery, . . 3,362 28
	" Library Books, . . 1,252 83
	" Fuel and all other incidental expenses incurred during said year, 2,397 96
	<hr/>
	Balance, . . \$42,374 37
	. . 11,487 01
	<hr/>
	\$53,861 38

XII. MONEY RECEIVED FROM THE LITERATURE FUND.

The money received from the Literature Fund for the last year, as stated in the preceding part of this Report under the head of *Cash Received*, together with all the balances of such moneys received in former years, and suffered to remain on hand, unexpended, are accounted for as follows, viz. :—

Balance on hand, unexpended, received from the Regents of the University at date of last Report,	\$869 67
Received from the Regents of the University since the date of last Report, being appropriation for the year 1856,	737 90
	<hr/>
	\$1,607 57
Expended for Library Books,	1,252 83
	<hr/>
Balance to be expended for Library Books,	\$354 74

XIII. MONEY RAISED AND GRANTED FOR THE PURCHASE OF
BOOKS AND APPARATUS.

None except as before stated.

XIV. DEPARTMENTS.

The departments of Instruction established and in practical operation in the Academy, are—

Moral, Intellectual and Political Philosophy.
 Latin and Greek Languages and Literature.
 Chemistry and Physics.
 Mathematics.
 Natural Philosophy.
 Civil Engineering.
 History and Belles-Lettres.
 English Language and Literature.
 French Language and Literature.
 Spanish Language and Literature.
 German Language and Literature.
 Drawing, and the Arts of Design.
 Descriptive Geometry, and Industrial Drawing.
 Natural History, Anatomy, Physiology and Hygiene.

XV. TEACHERS.

The whole number of Teachers employed in said Academy, on the said 22d day of July, 1856, was twenty-three.

NAMES OF INSTRUCTORS EMPLOYED IN THE ACADEMY AND COMPENSATION PAID TO EACH.

NAMES.	Present Annual Compensation.	Paid during the year ending July 26, 1856.
Horace Webster, LL.D., President of the Faculty, and Professor of Moral, Intellectual and Political Philosophy,	\$3000	\$3000 00
John Jason Owen, D.D., Vice-Principal, and Professor of the Latin and Greek Languages and Literature,	2500	2500 03 $\frac{1}{3}$
Wolcott Gibbs, M.D., Professor of Chemistry and Physics,	2000	2000 01 $\frac{2}{3}$
Gerardus Beekman Docharty, LL.D., Professor of Mathematics, and Secretary of the Faculty,	2000	1999 95 $\frac{2}{3}$
John Augustus Nichols, A.M., Professor of Natural Philosophy,	1750	1749 98 $\frac{1}{3}$
Joel Tyler Benedict, A.M., Professor of Civil Engineering,	1750	1750 01 $\frac{1}{3}$
Charles Edward Anthon, A.M., Professor of History and Belles-Lettres,	1750	1649 97 $\frac{2}{3}$
John Gracff Barton, A.M., Professor of the English Language and Literature, and Librarian,	2000	2000 00 $\frac{1}{3}$
Jean Roemer, A.M., Professor of the French Language and Literature,	1750	1749 98 $\frac{1}{3}$
Augustin José Morales, A.M., Professor of the Spanish Language and Literature,	700	699 97 $\frac{1}{3}$
Theodor Gustav Glaubenskle, Professor of the German Language and Literature,	350	349 96 $\frac{2}{3}$
Paul Peter Duggan, N.A., Professor of Drawing and the Arts of Design,	1000	1000 03 $\frac{1}{3}$
Herman Joseph Aloys Kærner, Ph. D., Professor of Descriptive Geometry and Industrial Drawing,	1000	999 97 $\frac{1}{3}$
Robert Ogden Doremus, M.D., Professor of Natural History, Anatomy, Physiology, and Hygiene,	700	700 05 $\frac{1}{3}$
George Washington Huntsman, A.M., Assistant Professor of Moral, Intellectual and Political Philosophy,	1250	1166 67 $\frac{2}{3}$
Joseph Howard Palmer, A.M., Tutor in the department of Mathematics,	1000	1000 01 $\frac{1}{3}$
William Beinhauer Silber, A.M., Tutor in the department of Latin and Greek Languages and Literature.	1000	1000 01 $\frac{1}{3}$
Benjamin Arad Sheldon, A.B., Tutor in the department of Mathematics,	1000	1000 01 $\frac{1}{3}$
Robert Blenkiron, A.M., Tutor in the department of English Language and Literature,	1000	1000 02 $\frac{1}{3}$
Alfred Compton, A.B., Tutor in the department of Mathematics,	600	600
John Hardy, A.B., Tutor in the department of the Latin and Greek Languages and Literature,	600	600
Hector Mudry, I. U. D., Tutor in the department of the French Language and Literature,	1000	908 36 $\frac{1}{3}$
William Henry Abel, A.B., Tutor in the department of the Latin and Greek Languages and Literature,	400	344 42 $\frac{1}{3}$

XVI. SUBJECTS OF STUDY PURSUED, TEXT-BOOKS AND BOOKS OF REFERENCE USED.

The subjects of study pursued in said Academy, during the said year, including classical and all others, with the text-books and books of reference used in each subject or study, were as follows :

1. *Department of Moral, Intellectual and Political Philosophy.*

Moral Philosophy,	Wayland's Moral Science.
“ “	Butler's Analogy.
Intellectual Philosophy,	Mahan's Intellectual Philosophy.
Logic,	Whately's Logic.
Political Philosophy,	Mansfield's Political Philosophy.
“	Hart's Constitution of the U. S.
Law and Politics,	Kent's Laws of Nations.

2. *Department of Ancient Languages.*

GREEK LANGUAGE (Grammar),	Sophocles' Greek Grammar.
Dictionaries,	Liddell and Scott, and Pickering.
Reading Books,	Sophocles' Greek Lessons.
“	Owen's Greek Reader.
“	“ Xenophon's Anabasis.
“	“ “ Cyropædia.
“	“ Homer's Iliad.
“	“ “ Odyssey.
“	“ Thucydides.
“	Greek Drama.
“	Plato.
“	Crosby's Œdipus Tyrannus.
LATIN LANGUAGE (Grammar),	{ Andrews and Stoddard's Latin
Dictionaries,	{ Grammar.
Reading Books,	Leverett's and Ainsworth's.
“	Andrews' Latin Reader.
“	“ Sallust.
“	Spencer's Cæsar's Commentaries

Reading Books,	Schmidt's Virgil.
"	Johnson's Cicero's Orations.
"	Lincoln's Livy.
"	Anthon's Horace.
"	" Greek Prose Composition.
"	" Latin " "
"	" Latin Versification.

3. *Department of Mathematics and Natural Philosophy, and their Application.*

Algebra,	Docharty's.
Geometry (Plane),	Davies' Legendre.
Geometry (Analytical),	Davies.
Differential Calculus,	"
Integral Calculus,	"
Trigonometry,	"
Surveying,	"
Astronomy (Spherical),	Bartlett.
Engineering (Civil),	Mahan.
Logarithms,	Loomis.
Mechanics of Solids,	Bartlett.
Mechanics of Fluids,	"
Mechanics (Analytical),	"
Natural Philosophy,	Bird.
Optics,	Bartlett.
Acoustics,	"
Perspective, Shades and Shadows,	From Manuscripts.
Geometry (Descriptive),	Davies.
Drawing and Fine Arts,	From Models, &c.
Navigation,	Davies.
Levelling and Railroad Curvature,	
Topographical Drawing,	
Metallurgy and Mining,	
Strength of Materials,	
Field Exercises.	

4. *Department of History and Belles-Lettres.*

History,	Weber's Universal History.
Antiquities,	{ Anthon's Greek and Roman Anti- quities.
Geography,	{ Anthon's Ancient and Mediæval Geography.
Rhetoric,	Day's Rhetoric.
Oratory,	Marshall's Oratory.
"	Lovell's U. S. Speaker.
Elocution,	How's Elocutionist.
Atlas,	{ Mitchell's Ancient and Modern Atlas.
	{ Johnson's National Atlas.

5. *Department of English Language.*

Dictionary,	Worcester's Dictionary.
"	Reid's Etymological Dictionary.
Synonymes,	Graham's Synonymes.
Grammar,	General Principles of Grammar.
"	Fowler's English Grammar.
Outlines of Literature,	Shaw's English Literature.
Compendium of Literature,	{ Cleveland's Compendium of Eng- lish Literature.
Encyclopedia Eng. Literature,	Chambers.

6. *Department of Modern Languages.*

FRENCH LANGUAGE,	Pinney and Badois' Grammar.
Grammar,	Noël and Chapsal's "
Reading Book,	Roemer's Elementary Reader.
"	" Second French Reader.
"	" Polyglot Reader.
"	" French Idioms.
"	Molière, Racine.
"	Bolmar's Perrin's Fables.
"	Choquet's Conversations.

Pronunciation,
Dictionary,
“

Vannier's Pronunciation.
Dictionnaire de l'Académie.
Spiers and Surenne's.

SPANISH LANGUAGE,
“

Dictionary,
Reading Book,
“

“

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“

Ollendorff's Grammar.
Sales' Spanish “
Neuman and Baret's.
Colmena Española.
Ascargorta's History.
Velasquez's Phrase-Book.
Pizarro's “ “
Masdeu's Arte Poetica.
Samaniego's Fables.
Moratin's Comedies.
Iriarte's Fables.
Quintana's Lives.
Don Quixote.

GERMAN LANGUAGE (Grammar),
Reading Book,
“

“

“

“

“

Dictionary,

Woodbury's Grammar.
German Exercises.
Oltrogge's Lesebuch.
Benedix Lustspiele.
Schiller's Marie Stuart.
Flaxman's Dialogues.
Elwell's.

7. *Department of Natural Sciences.*

Anatomy,
Chemistry (Principles of),
Chemistry,
Introduction to Sciences,

Natural History,

Physical Geography,
Geology,
Mineralogy,
Physiology,
“

Lectures from Manikins, &c.
Renwick.
Liebig and Fowne's.
Chambers.
{ Schodler's and Medlock's Book of
{ Nature.
Somerville.
Lycl.
Dana.
Carpenter.
Lambert.

Lectures are delivered once a week to the Freshman Class, on popular applications of Chemistry. There are frequent exercises in Composition and Declamation. Weekly Lectures are also delivered to the same class, in the Department of Natural Sciences.

Lectures on Popular Chemistry and the Natural Sciences are delivered weekly to the Sophomore Class. Frequent exercises in Composition and Oratory are also required.

Lectures on the Fine Arts, their history and application to manufactures and to decoration, are delivered to the Junior Class (first term). Themes and Forensic Discussions, and Original Declamations are required as regular exercises from the Class; and, in the second term, Lectures are delivered on popular applications of Natural Philosophy.

The first term of the Senior, Lectures are delivered on Ancient and Modern Inventions, and the second term, weekly Lectures on the most Celebrated Constructions of Ancient and Modern times; also, original Compositions and Declamations.

Lectures are also delivered, during the Academic year, on the Laws of Nations and the Constitution of the United States; Intellectual and Moral Philosophy; on the Formation and Structure of the Greek and Latin Languages; on the History of the English Language and Literature; on the History and Formation of the French Language; and on the History and Formation of the German Language and its Literature.

XVII. NUMBER OF STUDENTS.

(A.)¹/₂ The whole number of Students (including Classical and all others) belonging to the Academy on the said twenty-second day of July, 1856, was three hundred and sixty-one.

(B.) The whole number of Students (including Classical and all others) who have been taught in the Academy during the year, or a part of said Academic year, was five hundred and seventeen.

Twelve Resident Graduates, not included in the above number of 517, also received instruction in various branches of study taught at the Academy during the said Academic year.

(C.) The number of students belonging to the Academy, on the said twenty-second day of July, or who belonged to it during part of the year ending on that date, and who are claimed by the

Board to have pursued for four months of said year, or upwards, classical studies, or the higher branches of an English education, or both, according to the true intent and meaning of the Ordinance of the Regents, of the 20th October, 1853, was four hundred and ninety-eight.

A schedule of the names, ages, and studies of the said students so claimed by the said Board to have pursued classical studies, or the higher branches of English education, or both, is hereto annexed, duly verified by oath, as required by the law of the State, and the ordinance of the Regents.

XVIII. PRICES OR RATES OF TUITION.

The Institution being supported by the City, there is no charge made for tuition.

XIX. ACADEMIC TERMS, VACATIONS, COMMENCEMENT, ETC.

The Academic year is divided into two terms, the first commencing on the first Wednesday in September, and ending the Friday preceeding the first Monday in February; the second, commencing at the end of the first examination (which continues eight days), and ends on the Tuesday before the fourth Wednesday of July in each year, on which day the Annual Commencement takes place. There are three vacations during the year—the Summer Vacation, from commencement, six weeks; the Winter Vacation, from the 25th day of December to the 1st day of January, inclusive; and the Spring Vacation, from the last day of April, inclusive, one week.

According to a rule heretofore established by the Board of Education, the Academic year of this Institution ends on the *Tuesday before the fourth Wednesday of July* in each year, and on which day the Annual Commencement takes place.

There are no Academic exercises on Saturday of each week, on the day celebrated as the anniversary of American Independence, and on Thanksgiving day.

XX. PRICES OF BOARD.

Students are not allowed to reside or board in the Academy; they reside or board with their parents or guardians.

XXI. "NATURAL HISTORY OF NEW YORK."

The "Natural History of New York," in fifteen volumes, has been obtained for the Academy, pursuant to provisions of law, from the Secretary of State. It continues, up to the date of this Report, to be the property of the Academy, and is now in its Library.

XXII. PHYSICAL EDUCATION.

No provisions are made for physical education, properly speaking.

Instruction and Examinations.

The departments of instruction remain the same as at the date of last Report; nor have any changes been made in the corps of Instructors, except an additional Tutor having been appointed in Department of Ancient Languages.

There are two examinations during the Academic year. The first, commencing on the first Monday of February, is held for the purpose of testing the capacity of the student for advancement, and continues eight days. The second (for advancement), commencing on the fourth Monday before commencement, continues eight days, at the close of which candidates for admission are examined. These examinations are public, and no student is allowed to advance to the next class without being found qualified for such advancement. Students of the Introductory are not allowed to advance to the Freshman class unless they shall be *fourteen years of age* at the commencement of the next term, and are qualified in every other respect, according to the By-Laws of the Board of Education.

The members of each class are examined by oral and written questions in the same study; and no desire, so far as the Board are advised, has been manifested to depart from this method. The arguments heretofore urged in favor of this system, over that of an *exclusively oral* examination, are considered as conclusive, and are referred to as containing the views of the Board, more at large, on the subject.

The admission of candidates takes place but once in the Academic year, and not semi-annually as heretofore; but candidates

may be admitted at either of the regular examinations, to any of the classes, provided they comply with the terms for admission, as to attendance at the common schools, proper age, shall pass the proper examination in the requisites for admission, and an examination, also, satisfactory to the Faculty, in the previous studies of the class or department to which they wish to be admitted.

The examination of candidates for admission takes place immediately after the general examination in July, in each year, and continues at the same hours, from day to day, until concluded. No person is allowed to be present at this examination except the instructors in the Academy, members of the Board of Education, and other school officers; neither are the names of the candidates, or the schools from which they come, made known to the Instructors conducting the examination, but each candidate is designated, during the examination, by a number given to him on a card by the Principal.

Terms of Admission.

No student can be admitted to the Academy unless he reside in the city, be thirteen years of age, shall have attended the common schools in the city twelve months, and shall pass a good examination in

Spelling,	Arithmetic,
Reading,	Elementary Book-keeping,
Writing,	History of the United States, and
English Grammar,	Algebra, as far as simple equa-
Geography,	tions, inclusive,

Students who remove from the city lose the privileges of the Academy.

The classes are annual, and the full course of study embraces five years.

The exercises, during term time, continue daily (except Saturday and Sunday), from a quarter before nine o'clock, A. M., to three o'clock, P. M.

The Board of Education is authorized by law to confer the usual collegiate degrees on the recommendation of the Faculty.

Graduates may become Resident Graduates, and continue their studies at option.

Course of Studies.

The course of studies pursued in the Academy are the following, and are at the option of the students, viz. :—

A full course with Ancient Languages.

A full course with Modern Languages.

A partial course, embracing any studies less than either of the full courses.

The choice of each student as to the course of studies he wishes to pursue is required to be made in writing, and registered and filed at the Academy.

Degrees.

Two degrees are conferred on students graduating from the Academy—that of *Bachelor of Arts* on those who have pursued a full course with Ancient Languages, and that of *Bachelor of Sciences* on those who have pursued a full course with Modern Languages.

Library.

The Library contains a large collection of valuable and well-selected books, and is increasing by the additions being made to it, from time to time, from funds appropriated by the Regents of the University of the State of New York, from the Literature Fund.

Students of the Senior, Junior, Sophomore and Freshmen classes are allowed to draw books from the Library on alternate Fridays during term time, under certain conditions. Those who do not obtain *two-thirds* of the maximum, have received any demerit marks for misconduct, or have not been punctual in their attendance, are not entitled to receive books from the Library.

It is believed that in a few years the Academy will possess one of the most valuable College Libraries in the State. It contains many works which probably can be found in but few even of our public Libraries. The works are mostly of a scientific and general character, and it contains a very limited number of works of a light and evanescent character. In selecting books for the Library, particular reference is had to the wants both of the Instructors and Students.

MEDALS AND TESTIMONIALS.

The Pell Medal.

In 1849, Duncan C. Pell, Esq., placed in the hands of the Trustees \$500 to be invested, and the income applied annually, for ever, to procure a gold medal, to be awarded by them to the student in the Free Academy who shall have made the greatest proficiency in his general studies during the year.

In 1856, the above-named donor, by a deed of trust, authorized the Trustees of the said Fund, if to them it should be deemed expedient, to devote a portion of the income of the Fund invested in procuring a *silver medal*, to be awarded, from time to time, to such student as might become entitled thereto.

Present Trustees of the Fund.

ANDREW H. GREENE, ESQ.
HORACE WEBSTER, LL.D.
SHEPHERD KNAPP, ESQ.

The Burr Medal.

In 1850, Edwin Burr, Esq., created a similar trust for a gold medal, to be awarded annually, for ever, to the best mathematician in the highest class in the Free Academy.

In 1856, a similar trust was created for procuring a silver medal, to be awarded upon the same terms as the above.

Present Trustees of the Fund.

HORACE WEBSTER, LL.D.
ERASTUS C. BENEDICT, ESQ.
ABRAHAM V. WILLIAMS, M.D.

The Cromwell Medal.

In 1850, Charles T. Cromwell, Esq., created a similar trust for a gold medal, to be awarded by the Trustees annually, for ever, to the best scholar in History and Belles-Lettres in the Free Academy.

In 1856, a similar trust was created for procuring a silver medal, to be awarded upon the same terms and conditions as the foregoing.

Present Trustees of the Fund.

HORACE WEBSTER, LL.D.
CHARLES EDWARD ANTHON, A.M.
ERASTUS C. BENEDICT, Esq.

Ward Medals.

In 1853, Augustus H. Ward, by a deed of trust to the Executive Committee and the Principal of the Free Academy, and their successors in office, established the Ward Medals, viz: twenty Bronze Medals, to be awarded, annually, at the Commencement, one for each of the subjects mentioned, to the student who shall have made the most proficiency therein, provided he shall have regularly pursued such study for not less than two months of the academic year then closing—a student gaining one medal not to be precluded from obtaining others at the same or subsequent examinations.

No.	Subject to be engraved on the Medal.	No.	Subject to be engraved on the Medal.
A.	Chemistry.	K.	German.
B.	History, Natural.	L.	Oratory.
C.	Philosophy, Natural.	M.	Composition.
D.	Philosophy, Moral.	N.	Logic.
E.	Law.	O.	Geography, &c.
F.	English.	P.	History.
G.	Greek.	Q.	Drawing.
H.	Latin.	R.	Algebra and Geometry.
I.	French.	S.	Engineering.
J.	Spanish.	T.	Hygiene.

Present Trustees of Ward Medals.

ABRAHAM V. WILLIAMS, M.D.	ROBERT T. ADAMS, Esq.
LAFAYETTE RANNEY, M.D.	THOMAS BOESE, Esq.
JOHN C. HULL, Esq.	JOSEPH EDWARDS, Esq.
JAMES M. TUTHILL, Esq.	HORACE WEBSTER, LL.D.

GOLD MEDALS.

The students to whom gold medals have been awarded since their establishment in the Academy, are the following, viz :—

The Pell Medal.

In 1850	to	JOHN HARDY.
" 1851	"	JOHN HARDY.
" 1852	"	CHARLES LORIN HOLT.
" 1853	"	CLEVELAND J. CAMPBELL.
" 1854	"	WILLIAM HENRY ABEL.
" 1855	"	ARTHUR McMULLEN.

The Burr Medal.

In 1850	to	EDWIN S. BABCOCK.
" 1851	"	THEODORE BURRÔWES TILTON.
" 1852	"	ALFRED GEORGE COMPTON.
" 1853	"	JOHN HARDY.
" 1854	"	FRANCIS DEPAU MOULTON.
" 1855	"	WILLIAM HENRY ABEL.

The Cromwell Medal.

In 1851	to	FRANKLIN SAMUEL RISING.
" 1852	"	JAMES RANDOLPH BRANT.
" 1853	"	WILLIAM HENRY ABEL.
" 1854	"	CHARLES HENRY PRATT.
" 1855	"	ROBERT ALEXANDER DONALDSON.

THE WARD MEDALS.

The *Ward Medals* have been awarded to the students named in the following list, viz.:

1853.

For Chemistry,	to John Hardy,	Class A.
" Natural History,	" James Weir Mason,	" C.
" Natural Philosophy,	" John Hardy,	" A.
" Moral Philosophy,	" Charles Lorin Holt,	" A.
" English,	" John Hardy,	" A.
" Greek,	" William Bancker,	" B.
" Latin,	" Francis Depau Moulton,	" B.
" French,	" Nicholas Cropsey Miller,	" D.
" Spanish,	" Eugene Douglass,	" B.
" German,	" John Hardy,	" A.
" Composition,	" John Hardy,	" A.
" Logic,	" Charles Lorin Holt,	" A.
" Astronomy,	" John Hardy,	" A.
" History,	" Alwin Alonzo Alvord,	" C.
" Drawing,	" James Rich Steers,	" A.
" Algebra and Geometry,	" William Henry Abel,	" C.
" Engineering,	" Alfred George Compton,	" A.
" Oratory,	" Benjamin Stuart Rayner,	" A.

1854.

For Chemistry,	to Joseph Robert Anderson, Senior Class.
" Natural History,	" Chas. Henry Pratt, Sophomore Class.
" Natural Philosophy,	" Edmund Belfour, Senior Class.
" Moral Philosophy,	" William Henry Abel, Junior Class.
" Law,	" Joseph Robert Anderson, Senior Class.
" English,	" William Henry Abel, Junior Class.
" Greek,	" William Henry Abel, Junior Class.
" Latin,	" James Weir Mason, Junior Class.
" French,	" Adolph Werner, Freshman Class.
" Spanish,	" John Macauley Nixon, Junior Class.
" German,	" George White, Senior Class.

For Oratory,	to Edmund Belfour, Senior Class.
“ Composition,	“ James Weir Mason, Junior Class.
“ Logic,	“ George Edward Post, Senior Class.
“ Geography,	“ William Henry Abel, Junior Class.
“ History,	“ Arthur McMullen, Sophomore Class.
“ Drawing,	“ Russel Sturgis, Jr., Sophomore Class.
“ Algebra & Geometry,	“ Benj. Ellis Martin, Introductory Class.
“ Engineering,	“ Rodney Glentworth Kimball, Sen. Class.
“ Hygiene,	“ Walter McFarland, Introductory Class.

1855.

For Chemistry,	to William Henry Abel, Senior Class.
“ Natural History,	“ Salem Dutcher, Sophomore Class.
“ Philosophy,	“ Franklin Samuel Rising, Jr. Class.
“ Moral Philosophy,	“ Franklin Samuel Rising, Jr. Class.
“ Law,	“ William Henry Abel, Senior Class.
“ English,	“ Franklin Samuel Rising, Jr. Class.
“ Greek,	“ Arthur McMullen, Junior Class.
“ Latin,	“ Charles Henry Pratt, Junior Class.
“ French,	“ James Weir Mason, Senior Class.
“ Spanish,	“ Adolph Werner, Sophomore Class.
“ German,	“ Luis Fernandez, Senior Class.
“ Oratory,	“ Chas. H. Kitchel, Sophomore Class.
“ Composition,	“ Charles Henry Pratt, Junior Class.
“ Logic,	“ David G. Fanning, Sophomore Class.
“ Astronomy,	“ Arthur McMullen, Junior Class.
“ History,	“ Smith Bloomfield, Sophomore Class.
“ Drawing,	“ Reuben Parsons, Sophomore Class.
“ Algebra and Geometry,	“ Oscar B. Ireland, Introduct’y Class.
“ Engineering,	“ William Henry Abel, Senior Class.
“ Hygiene,	“ Oscar B. Ireland, Introduct’y Class.

MONEY PRIZES.

1854.

A gentleman presented the necessary funds, for the purpose of awarding the following prizes at the Commencement in 1854 :

1. A prize of one hundred dollars to the student who received the highest number of the medals now established at the Academy.
2. A prize of twenty dollars to the student who received the second highest number.
3. An additional prize of five dollars for each medal, to every student who received more than one.

Accordingly, the prizes were awarded as follows :

The highest prize, and four prizes mentioned under No. 3, were awarded

TO WILLIAM HENRY ABEL, Junior Class, \$120.

No one being entitled to the second prize, it was distributed among the following students, each of whom had received one of the medals mentioned under No. 3 :

TO JAMES WEIR MASON, Junior Class, \$10.

“ JOSEPH ROBERT ANDERSON, SENIOR Class, \$10.

“ CHARLES HENRY PRATT, Sophomore Class, \$10.

“ EDMUND BELFOUR, Senior Class, \$10.

1855.

At the close of the second term, in July, a citizen presented the necessary funds to award money prizes, on the same terms as at the last Commencement.

Agreeably to the conditions set forth above, prizes were awarded as follows :

The highest prize, and three prizes mentioned under No. 3, were awarded

TO WILLIAM HENRY ABEL, Senior Class, \$115.

Two prizes mentioned under No. 2, were awarded

TO ARTHUR McMULLEN, Junior Class, \$20.

“ FRANKLIN SAMUEL RISING, Junior Class, \$20.

Two prizes mentioned under No. 3, were awarded

TO CHARLES HENRY PRATT, Junior Class, \$5.

“ OSCAR BROWN IRELAND, Introductory Class, \$5.

PRIZE SPEAKING.—PROSE.

In 1852, Erastus C. Benedict, Esq., then President of the Board of Education, offered a prize for excellence in *Public Speaking*, to be called the “PRIZE OF THE PRESIDENT OF THE BOARD OF EDUCATION.” The speakers contending for the prize to be selected from the three higher classes, respectively, two from each class, and to be chosen by ballot by their fellow-students, and the six so chosen to be the only competitors for the prize. They are to speak selected pieces, and the speaking to be a part of the proceedings of Commencement; the prize to be awarded by a committee of gentlemen having no relation to the Academy, selected by the donor. The award to be announced on the day of the annual Commencement. The successive Presidents of the Board have offered prizes in accordance with the foregoing conditions.

The following are the names of the students to whom have been awarded prizes :

In 1852 to NICHOLAS HAZARD BABCOCK, Jr., a copy of the collected Miscellanies of Macaulay.

In 1853 to NICHOLAS HAZARD BABCOCK, Jr., a copy of the works of Edmund Burke.

In 1854 to RUSSELL RAYMOND, a copy of the collected works of Daniel Webster.

In 1855 to SAMUEL BOARDMAN HOUSE, a copy of Lord Bacon's Works.

PRIZE SPEAKING.—POETRY.

In 1855, a gentleman of this city being desirous of promoting the interests of the Academy, and of advancing the cause of learning, offered a "*Prize to the best Declaimer of a selected Poem,*" the competitors to be selected, one from each of the three higher classes, by the students of said classes respectively, to which they belong; the exercise to form part of the Commencement, and to take place at the same time as the speaking for the "Prize of the President of the Board of Education," and the award to be made by the Committee designated for the prize in prose speaking. The prize to be awarded annually.

Agreeably to the condition set forth above, the Committee awarded the prize

To RUSSELL RAYMOND, a copy of Griswold's Republican Court.

 AWARD OF MEDALS.

1856.

The Annual Award of Medals and Prizes, at the Commencement, July, 1856, was made upon the terms and conditions heretofore mentioned, and was as follows:

The Pell Medal.

First Prize, Gold Medal.

To WILLIAM MELLER BANKS, Sophomore Class.

Second Prize, Silver Medal.

To ADOLPH WERNER, Junior Class.

The Burr Medal.*First Prize, Gold Medal.*

TO FRANKLIN SAMUEL RISING, Senior Class.

Second Prize, Silver Medal.

TO JOHN KENYON, Senior Class.

The Cromwell Medal.*First Prize, Gold Medal.*

TO HENRY EDWARD MORIARTY, Sophomore Class.

Second Prize, Silver Medal.

TO JAMES GODWIN, Sophomore Class.

Ward Medals.

For Chemistry, . . .	to Arthur McMullen, Senior Class.
" Natural History, .	" Alex. Phœnix Ketchum, Soph. Class.
" Natural Philosophy, .	" David Green Fanning, Junior Class.
" Moral Philosophy, .	" Everitt Pepperell Wheeler, Sen. Class.
" Law,	" Franklin Samuel Rising, Sen. Class.
" English,	" Oscar Myers, Junior Class.
" Greek,	" David Green Fanning, Junior Class.
" Latin,	" John Sinclair Roberts, Junior Class.
" French,	" Frank Wood, Freshman Class.
" Spanish,	" John Wesley Pullman, Soph. Class.
" German,	" Robert Frank Hatfield, Senior Class.
" Oratory,	" Franklin Samuel Rising, Sen. Class.
" Composition, . . .	" James Lyman Van Buren, Sen. Class.
" Logie,	" James Godwin, Sophomore Class.
" Geography, &c., .	" Adolph Werner, Junior Class.
" History,	" Henry Edward Moriarty, Soph. Class.
" Drawing,	" Alex. Phœnix Ketchum, Soph. Class.
" Algebra & Geometry, .	" Henry Kirke White, Introduct'y Class.
" Engineering, . . .	" Charles Henry Platt, Senior Class.
" Hygiene,	" John Dearing Edwards, Intro. Class.

MONEY PRIZES, 1856.

At the close of the Second Academic Term, July, 1856, a citizen having provided the necessary funds, money prizes were awarded on the same conditions as heretofore mentioned, as follows :

FRANKLIN SAMUEL RISING, of the Senior Class, having been awarded the greatest number of medals, received \$110.

No student being entitled to the second prize, it was distributed among the following students, each of whom were entitled to the prize mentioned under No. 3, they having received two medals each.

To DAVID GREEN FANNING, Junior Class,	. . . \$9. 00
" ADOLPH WERNER, Junior Class,	. . . 9 00
" ALEXANDER PHENIX KETCHUM, Sophomore Class,	. . 9 00
" JAMES GODWIN, Sophomore Class,	. . . 9 00
" HENRY EDWARD MORIARTY, Sophomore Class,	. . 9 00

PRIZE SPEAKING—PROSE, 1856.

The annual "PRIZE OF THE PRESIDENT OF THE BOARD OF EDUCATION," for excellence in *Public Speaking*, was awarded upon the terms and conditions heretofore set forth :

To JARED STARR BABCOCK, a copy of Franklin's Works.

PRIZE SPEAKING—POETRY, 1856.

The annual "*Prize to the best Declaimer of a Selected Poem*," was awarded upon the condition previously mentioned :

To RUSSELL STURGIS, Jr., a copy of Milton's Poems.

GRADUATES OF THE FREE ACADEMY.

The following list contains the names of those students who have graduated at the Free Academy :

GRADUATING CLASS OF 1853.

Birdsall, George Woodbridge,	Hardy, John,	
Brant, James Randolph,	Holt, Charles Lorin,	
Clark, George,	Hubbell, Charles Wheeler,	
Compton, Alfred George,	Raynor, Benjamin Stuart,	
Corwin, Edward Tanjore,	Seligman, Isaac,	
Donahue, John Henry,	Sparrow, George,	
Gray, Giles Hubbard,	Steers, James Rich,	
Grout, Thomas Jefferson,	Ward, Elijah,	
Weightman, James Stillman,	.	17

GRADUATING CLASS OF 1854.

Anderson, Joseph Robert,	Little, James Andrew, Jr.,	
Belfour, Edmund,	Moulton, Francis Depau,	
Cruikshank, William,	Nixon, George,	
Denny, John Tappan,	Post, George Edward,	
Donahue, James Michael,	Velsor, Joseph Alexander,	
Douglass, Eugene,	Walsh, De Witt Clinton,	
Duncan, Peter Hopkins,	Weir, Robert Fulton,	
Forbes, John McLaehlan,	White, Charles Belden,	
Gray, William Neil,	White, George,	
Kimball, Rodney Glentworth,	Wightman, Edward King,	20

GRADUATING CLASS OF 1855.

Abel, William Henry,	De Camp, William Henry,
Adams, William Menziez,	Fernandez, Luis,
Allendorff, Charles Wesley,	Gardner, Andrew Jackson,
Alvord, Alwin Alonzo,	Grant, James Henderson,
Babeock, Hamlin,	Greenfield, George Jackson,
Baldwin, Simeon, Jr.,	Hayes, Charles Gregory,
Bayles, Lewis Condit,	House, Samuel Boardman,
Brinkerhoff, Walter,	Jessop, Samuel,
Church, Elihu Dwight,	Keyser, Robert Blair,
Cole, William Madison,	Kimball, Warren Woods,
Daly, Charles,	Lee, Benjamin Franklin, Jr.,

Macfarlane, Hugh, Jr.,	Rowell, Alfred,
Mason, Francis Asbury,	Saunders, Thorndyke F.
Mason, James Weir,	Searle, Dayton Wyckoff,
Post, Henry Albertson,	Wight, Peter Bonnett,
Raymond, Russell,	Wightman, Charles Stephen, 32

GRADUATING CLASS OF 1856.

1 Baker, Colgate,	11 Muller, Adrian Herman, Jr.,
2 Banning, Wells Tanner,	12 Pinkney, Howard,
3 Davis, Henry, Jr.,	13 Pratt, Charles Henry,
4 Hatfield, Robert Frank,	14 Ranney, Julius Harris,
5 Howe, John, Jr.,	15 Rising, Franklin Samuel,
6 Jasper, John, Jr.,	16 Sherman, Henry,
7 Kenyon, John,	17 Sturgis, Russell, Jr.,
8 Leeds, Frederick Augustus,	18 Van Buren, James Lyman,
9 McMullen, Arthur,	19 Walker, Aldace Atwood,
10 McMullen, Francis,	20 Ward, John Edward,
21 Wheeler, Everett Pepperell.	

All of the above-named young gentlemen received the degree of *Bachelor of Arts*, except Nos. 2, 4, and 11.

No. 2 received no degree, having been absent from his class on account of sickness, and was not graduated.

No. 4, having pursued a full course with modern languages, received the degree of *Bachelor of Sciences*.

No. 11 received no degree on account of deficiencies.

RESIDENT GRADUATES.—1855-6.

ADAMS, WILLIAM MENZIES, A.B.
 BAYLES, LEWIS CONDUCT, A.B.
 BRINKERHOFF, WALTER, A.B.
 CHURCH, ELIHU DWIGHT, A.B.
 DOUGLASS, EUGENE, B.S.
 LITTLE, JAMES ANDREW, Jr., A.B.
 LEE, BENJAMIN FRANKLIN, Jr., A.B.
 MASON, JAMES WEIR, A.B.
 POST, HENRY ALBERTSON, A.B.
 SEARLE, DAYTON WYCKOFF, A.B.
 WHITE, CHARLES BELDEN, A.B.
 WIGHT, PETER BONNETT, A.B.

EXAMINATION FOR ADVANCEMENT.

February, 1856.

The examination of students for advancement, first Academic term (February 4th to 13th, 1856), was conducted in accordance with the rule adopted by the Board of Education, and to which reference has been made, and resulted as follows, viz.,—

The Senior Class consisted of 21 students, all of whom were advanced.

The Junior Class consisted of 26 students, all of whom were advanced.

The Sophomore Class consisted of 37 students, all of whom were advanced.

The Freshman Class consisted of 79 students, all of whom were advanced.

The Introductory Class consisted of 307 students, all of whom were advanced.

July, 1856.

The examination of students for advancement, second Academic term, commencing June 30, and ending July 9 (inclusive), was conducted in the same manner as the previous examination, and the following is the result, viz. :—

The Senior Class consisted of 21 students, of whom 20 were graduated.

The Junior Class consisted of 23 students, of whom 21 were advanced, and 2 not advanced.

The Sophomore Class consisted of 34 students, all of whom were advanced.

The Freshman Class consisted of 61 students, of whom 56 were advanced, and 5 were not advanced.

The Introductory Class consisted of 222 students, of whom 131 were advanced, and 91 not advanced.

EXAMINATION FOR ADMISSION, *July*, 1856.

The Examination for Admission of Students to the Free Academy commenced July 10th, and ended July 21st, 1856.

Four hundred and thirty-three were presented for examination, from the various Grammar Schools of the City, of whom

There were admitted,	375
And there were rejected,	58
	<hr/>
Total,	433

Of those admitted at said examination, one hundred and ninety-six (196) chose the Study of the Ancient Languages, and one hundred and seventy-eight (178) chose the Study of the Modern Languages.

SCHEDULE I. shows the number of students admitted and rejected from each school, at each examination, from the organization of the Academy, in 1849, to date.

SCHEDULE II. shows the number of students examined, admitted and rejected; the number of those who chose the Ancient and Modern Languages; the average age of the students, and the average time spent in the Public Schools, for each term.

SCHEDULE III. shows the number of students admitted to the Introductory and Freshman Classes at the February examination, 1856; their respective ages, &c.

SCHEDULE IV. is a list of the names of the students admitted to the Introductory and Freshman Classes, July, 1856; their respective ages; the time in Public Schools, and the names of their Parents or Guardians.

SCHEDULE I.

Showing the Number of Candidates Admitted and Rejected from each School, from February, 1849, to July, 1856, inclusive, as the Schools are now numbered and designated.

School No.	1849.				1850.				1851.				1852.				1853.		1854.		1855.		1856.		Total.	
	Feb.		July.		Feb.		July.		Jan.		July.		Jan.		July.		July.		July.		July.					
	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.		
1	1	1	0	0	3	1	3	2	1	1	2	0	0	0	5	0	0	0	0	7	1	7	2	29	8	
2	3	7	1	4	1	4	2	1	0	0	1	5	2	0	0	6	2	0	2	0	6	0	14	3	34	30
3	3	3	3	6	0	0	2	0	1	4	2	0	0	7	2	1	0	0	0	0	7	1	3	0	23	22
4	2	0	1	1	0	0	1	0	0	0	2	1	0	0	0	0	0	0	0	1	0	4	1	11	3	
5	3	3	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	5	
6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7	12	3	1	5	1	0	3	0	0	5	3	0	11	3	4	9	9	0	0	0	7	1	8	1	59	27
8	7	13	6	3	2	13	6	3	10	9	3	2	1	3	0	1	1	1	2	0	2	0	2	4	42	52
9	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
10	2	3	0	0	0	1	0	1	0	1	0	0	0	0	0	0	0	0	3	1	5	0	4	1	14	8
11	0	0	0	3	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	7	0	18	2	25	6	
12	1	0	0	0	0	2	0	1	1	2	3	0	0	4	0	0	0	0	2	0	5	2	0	0	12	11
13	2	6	1	0	1	1	0	0	0	0	0	0	0	0	3	4	0	0	0	1	0	0	3	0	10	12
14	6	1	3	3	5	4	4	4	3	1	3	2	1	0	1	1	3	0	3	0	11	1	3	6	46	23
15	9	3	1	2	2	7	3	0	3	0	0	0	0	1	0	5	1	0	2	0	0	0	5	0	26	18
16	1	4	1	3	2	2	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	2	1	7	11
17	0	6	0	1	0	0	0	0	0	0	5	5	11	12	8	15	15	1	9	1	19	2	18	3	85	46
18	2	4	0	2	0	0	0	2	2	0	0	0	0	0	0	0	0	3	0	7	0	4	1	18	9	
19	15	10	6	7	1	5	2	2	9	1	6	5	10	2	0	2	7	0	4	2	4	8	11	2	75	46
20	17	5	7	7	9	3	8	4	9	2	10	10	6	9	0	0	2	0	5	0	6	0	15	1	94	41
21	0	11	0	0	0	0	0	0	0	0	0	0	0	0	1	3	3	0	2	0	2	6	0	0	8	20
22	2	2	0	3	1	1	0	0	1	0	1	2	0	2	0	0	4	0	0	0	0	0	2	0	11	10
23	4	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	2
24	0	0	1	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	1	2	0	0	0	3	4	
25	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
26	3	3	1	1	2	2	2	0	1	0	0	1	1	0	2	2	1	0	3	0	0	0	0	16	9	
27	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
28	2	3	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	0	0	0	0	11	3	
29	6	3	7	3	2	4	4	3	4	4	7	6	6	5	0	0	0	0	0	0	3	0	0	39	28	

SCHEDULE I.—*Continued.*

School No.	1849.				1850.				1851.				1852.				1853.		1854.		1855.		1856.		Total.	
	Feb.		July.		Feb.		July.		Jan.		July.		Jan.		July.		July.		July.		July.					
	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.	A.	R.		
30	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
31	0	9	0	0	3	3	6	2	3	0	2	1	2	0	1	0	4	0	3	0	3	0	11	0	38	15
32	1	1	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	3
33	1	1	0	1	0	5	0	0	0	0	0	4	2	3	2	4	1	0	1	0	4	0	0	0	11	18
34	8	7	3	3	0	0	0	0	1	2	4	5	1	1	2	6	3	1	5	0	6	0	11	0	44	25
35	27	9	7	13	11	9	28	3	32	12	40	3	29	6	44	45	47	1	41	5	63	18	65	18	434	142
36	1	0	3	3	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	4
37	0	0	0	0	1	1	1	2	0	3	1	0	0	0	0	0	0	0	0	0	1	0	9	0	13	6
38	0	4	0	2	3	3	2	2	7	5	8	5	9	5	4	1	5	0	3	1	4	0	7	2	54	28
39	0	0	0	0	1	0	0	0	0	0	0	2	0	0	2	2	0	0	0	0	5	0	3	0	13	6
40	0	0	0	0	0	0	4	2	17	0	19	1	13	3	29	6	19	0	23	0	53	1	65	3	242	16
41											8	5	24	2	12	4	10	0	14	0	23	1	18	0	109	12
42															0	3	0	0	0	6	0	12	0	18	3	
43															0	0	0	0	0	0	0	0	0	0	0	0
44															0	0	7	0	9	0	20	0	14	1	50	1
45															9	6	14	0	27	2	34	0	26	3	110	11
46	2	2																			0	0	0	0	2	2
47																						0	0	0	0	0
48																							1	1	1	1
49																							10	2	10	2
	143	129	58	78	52	74	81	38	105	53	130	65	130	69	131	126	160	4	173	14	323	42	375	58	1861	750

SCHEDULE II.

Showing the number of applicants for admission to the Free Academy who were Examined, Rejected, and Admitted; the number of Students who chose the Ancient and Modern Languages; and also the average age of the Students, and the average time spent in the Ward Schools for each Term.

TERM.	Examined.	Rejected.	Admitted.	Chose Ancient Languages.	Chose Modern Languages.	Average Age.			Average time of attendance in Common Schools.		
						Y.	M.	D.	Y.	M.	D.
February, 1849	272	129	143	96	47	13	10	4	3	2	15
July, "	136	78	58	50	8	14	3	5	3	3	0
February, 1850	126	74	52	37	15	14	0	0	2	10	0
July, "	119	38	81	60	21	14	0	18	2	10	3
January, 1851	158	53	105	78	27	13	0	6	2	4	16
July, "	195	65	130	101	29	14	0	6	2	7	7
January, 1852	199	69	130	96	34	13	11	15	2	4	6
July, "	257	126	131	80	51	13	10	0	2	3	11
July, 1853	164	4	160	110	50	14	3	8	3	4	27
July, 1854	187	14	173	123	50	13	7	12	3	2	25
July, 1855	365	42	323	200	123	14	3	10	3	3	29
July, 1856	433	58	375	197	178	14	4	28	3	6	4
	2611	750	1861	1228	633	14	2	28 $\frac{1}{2}$	3	3	17

SCHEDULE III.

Containing a List of the names of Students admitted to the Introductory Class, at the Examination, February, 1856.

NAMES.	AGE.	TIME IN PUBLIC SCHOOL.			NAMES OF PARENTS OR GUARDIANS.
		Y.	M.	D.	
Gillman, Edward	14	0	0	1	C. R. Gillman.
Grant, Richard Suydam	13	0	0	2	O. D. F. Grant.
Saulnier, T. P.	16	0	0	1	Henry E. Saulnier.
Thurman, William	16	0	0	1	William M. Thurman.

Admitted to the Freshman Class at the Examination, Feb., 1856.

Howland, William M.	16	0	0	1	0	0	William Howland.
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SCHEDULE IV.

Containing a List of the Names of Students admitted to the Introductory Class, and also to the Freshman Class, July, 1856 ; their respective Ages ; the Time in the Public Schools ; and the Names of their Parents or Guardians.

NAME.	Age.			Time in Public Schools.			Names of Parents or Guardians.
	Y.	M.	D.	Y.	M.	D.	
Ackerly, Jas. Augustus,	14	3	10	6	3	0	Henry S. Ackerly.
Adams, Augustus Reiner,	14	0	0	1	4	4	Robert Alexander Adams.
Adams, Samuel Grant,	13	2	22	6	6	0	Wm. H. Adams.
Allaire, Anthony,	15	5	26	2	4	28	Anthony W. Allaire.
Allason, Wm. DeLamater,	13	5	24	1	2	23	William Allason.
Amory, James,	16	11	0	2	3	0	Peter B. Amory.
Amory, John,	13	3	26	6	0	0	" "
Anderson, Ed. Willoughby,	14	10	0	1	6	5	Ellen M. Anderson.
Armour, Robert,	14	5	0	3	6	0	William Armour.
Armstrong, Jas. Gilbert,	13	11	21	7	1	23	Elizabeth Armstrong.
Arnold, Brainerd Taylor,	14	10	15	1	8	0	B. F. Arnold.
Atwill, Herman, Jr.,	13	6	4	1	0	9	Herman Atwill.
Backus, Truman Jay,	14	7	0	3	3	20	J. S. Backus.
Bacon, Alphonzo Elliott,	14	3	0	3	8	27	E. H. Bacon.
Baker, Edward Lyman, Jr.,	14	0	0	2	1	0	Edward L. Baker.
Bancker, Marcus Willet,	13	0	15	2	9	24	Evert Bancker.
Banta, William, Jr.,	13	6	0	4	9	29	Wm. Banta.
Barnum, Jos. Benson,	15	5	0	1	0	0	Joseph R. Barnum.
Barton, Chas. George,	12	11	9	4	3	0	Robert Barton.
Bell, Robert,	15	6	4	4	2	6	Wm. Bell.
Bellows, Russell Nevins,	14	5	0	1	0	0	Henry W. Bellows.
Benning, Aug. Harrison,	15	9	17	1	2	0	Thomas C. Benning.
Benson, Frederick Alex.,	13	7	15	3	2	16	David Benson.
Berryman, John, Jr.,	14	3	15	5	8	0	John Berryman.
Betts, Geo. Whitfield,	14	11	13	3	5	16	George W. Betts.
Beyer, John Andrew,	13	11	0	3	7	8	George H. Beyer.
Bird, Philip Augustus,	13	5	5	6	2	10	Philip Bird.
Bird, William,	13	7	23	2	2	0	Louisa H. Bird.
Blackwell, Charles Geo.,	14	4	24	1	0	0	John R. Blackwell.
Blackwell, Wilson Hunt,	16	6	0	1	0	0	" "
Blood, Robert Gibson,	14	0	20	2	8	15	Thomas Blood.
Blumenstiel, Alexander,	13	1	16	1	0	0	J. Blumenstiel.
Boehn, Adolph,	13	2	0	3	2	7	F. Boehn.
Bolles, John Harris,	16	6	17	1	0	0	Richard M. Bolles.
Bolles, Richard Johnson,	13	1	10	1	0	0	" "
Bowen, Edwd. Fairbanks,	13	10	6	2	8	1	Mary S. Bowen.
Bradford, Benj. Wright,	16	1	12	2	6	0	N. G. Bradford.
Brampton, John Arthur,	13	4	10	1	8	4	John Brampton.
Brecken, G. Christopher,	18	0	0	1	0	0	Christopher Brecken.

NAME.	Age.	Time in Public Schools.	Names of Parents or Guardians.
	Y. M. D.	Y. M. D.	
Briggs, Elijah Gilbert,	15 7 15	1 1 26	Jane Briggs.
Briggs, Sam. Stebbins, Jr.,	15 5 0	3 11 0	Isaac W. Briggs.
Brower, Celsus,	16 1 19	2 8 22	J. D. Brower.
Brown, John Secor,	15 7 0	2 9 19	George A. Brown.
Brownne, Geo. Jewett,	13 4 25	1 10 0	Caroline Brownne.
Brownne, Wm. Henry,	13 8 22	1 9 0	" "
Burnham, Charles,	13 10 21	4 11 9	Michael Burnham.
Bussell, Charles Alfred,	13 7 0	1 10 6	Charles Bussell.
Byrne, Geo. Schuyler,	15 0 0	7 0 0	James M. Byrne.
Cabin, Edw. Augustus,	13 7 0	4 8 0	Louis A. Cabin.
Cahill, Wm. Edward,	14 3 0	9 2 8	Michael Cahill.
Campbell, James Alex.,	13 2 13	7 5 0	James E. Campbell.
Campbell, Robt. Patterson,	13 8 17	8 0 0	Wm. P. Campbell.
Campbell, Wm. Henry,	14 7 18	7 4 0	Mrs. Campbell.
Carmichael, Jas. Wilkie,	13 0 0	4 3 0	James B. Carmichael.
Carmody, Arthur Frost,	13 11 0	1 0 0	James Carmody.
Carstang, William, Jr.,	15 7 0	5 9 0	Wm. Carstang.
Cary, Wm. Brackett,	15 1 0	3 10 0	J. E. Cary.
Chamberlain, Chas., Jr.,	16 11 0	7 10 0	Charles Chamberlain.
Chapin, Fred. Hampden,	14 4 21	1 2 8	Rev. E. H. Chapin.
Chave, William,	13 0 16	6 6 0	Wm. G. Chave.
Childs, Evander, Jr.,	13 1 0	3 2 0	Evander Childs.
Christie, Alexander,	13 3 20	1 10 28	George Christie.
Church, John Adams,	13 5 10	1 0 0	Emma C. Church.
Clark, Stephen Alonzo,	14 0 0	5 1 26	James A. Clark.
Clark, Thompson Price,	13 10 0	3 2 3	Benj. M. Clark.
Clarkson, Wm. Crosby,	15 9 1	1 11 0	Samuel Floyd.
Clowes, Lot Jones,	13 7 18	5 9 20	V. Clowes.
Cock, Chas. Parker,	15 7 15	4 5 0	John S. Cock.
Cochrane, James, Jr.,	15 4 0	7 7 21	James Cochrane.
Cole, Benj. Franklin,	14 2 16	5 7 8	Geo. A. Cole.
Collins, Geo. Wesley,	15 1 0	2 7 25	John J. Collins.
Conaten, John,	14 8 18	4 3 19	James McNespie.
Cone, Spenceer Houghton,	13 3 20	1 3 20	Thomas B. Cone.
Cook, John Wallace,	14 9 17	1 0 0	John Cook.
Coulter, John Francis,	13 0 0	4 9 0	James E. Coulter.
Cox, Edward Marion,	13 5 13	1 4 4	William Cox.
Crane, Whitney Sanford,	13 5 0	2 2 0	Jonathan Crane.
Cross, Norman Franklin,	13 9 0	2 5 5	James M. Cross.
Crozier Robert,	13 6 18	1 7 0	James Crozier.
Cunningham, Edward,	16 5 10	2 2 8	Wm. J. Cunningham.
Cushing, Henry,	14 11 8	7 1 0	James Cushing.
Dall, John Robert,	15 8 0	1 4 2	William Dall.
Daly, Eugene Francis,	13 4 0	2 4 0	Timothy Daly.
Danelson, Jas. Edward,	14 7 13	6 2 5	M. B. Danelson.
Darrach, Thomas,	14 3 0	1 6 0	James Darrach.
Davis, Alex. Murray,	16 8 0	2 4 0	D. C. Davis.
De Con, Francis Eugene,	16 1 0	1 0 0	Robert de Con.
Denniston, B. Darlington,	15 7 0	2 2 28	Charles C. Denniston.
Denniston, John Louis,	17 5 0	1 0 0	" "
Disney, James Arnold,	15 8 15	4 0 0	Keppel Disney.
Dispecker, Abraham,	13 3 22	3 9 0	M. Dispecker.
Docharty, Jas. Beekman,	14 7 0	1 0 0	Prof. G. B. Docharty.
Dodd, John Mingus,	13 8 0	4 10 0	John M. Dodd.
Dubois, Augustus,	14 7 0	1 0 0	Y. P. Dubois.

NAME.	Age.	Time in Public Schools.	Names of Parents or Guardians.
	Y. M. D.	Y. M. D.	
Duryea, Albert John,	13 1 24	3 2 13	John A. Duryea.
Duryea, Albert P.,	13 9 0	1 5 0	Peter A. Duryea.
Earl, James,	16 11 18	1 5 0	Mary E. Earl.
Edwards, William,	15 8 0	5 8 2	Richard F. Edwards.
Elder, Geo. Lord Chapman,	14 3 28	1 9 0	D. L. Elder.
Elder, Wm. Alexander,	14 4 0	1 7 0	Alexander Elder.
Elliott, Edward,	13 0 23	1 10 6	Sarah P. Elliott.
Elsworth, Giraud,	14 0 17	1 7 20	E. Elsworth.
Ely, Fred. Whittlesey,	13 0 15	1 10 5	Joseph M. Ely.
Emanuel, Nathaniel,	14 5 25	4 0 0	Ezekiel S. Emanuel.
Evans, Wm. Thomas,	13 0 0	7 0 0	William Evans.
Everett, Wm. Henry,	14 9 0	1 3 2	M. A. Jones.
Farless, Thomas,	15 8 16	1 1 1	John Farless.
Farnham, Oliver Joel,	13 8 4	1 9 23	Joel B. Farnham.
Farnham, Bela Morris,	14 1 15	4 11 9	J. C. Farnham.
Farnham, Elij. Thompson,	14 7 17	1 0 11	Geo. W. Farnham.
Farril, Henry Millocle,	15 3 0	7 3 0	Henry Farril.
Fellows, Edward Barry,	14 1 12	11 0 0	E. B. Fellows.
Fenner, Fred. William,	13 8 0	5 2 0	Joseph Fenner.
Ferguson, Robert,	13 11 0	6 9 6	Alexander Ferguson.
Ferris, Nelson,	17 0 19	6 3 0	Joseph D. Ferris.
Fitch, Albert Franklin,	13 11 0	6 0 0	Mrs. Fitch.
Flammer, Wm. George,	13 1 0	3 2 0	John G. Flammer.
Forbes, James Anderson,	14 7 8	2 6 0	David A. Forbes.
Foster, William Henry,	14 9 0	6 10 7	William A. Foster.
Franchi, Francis,	13 9 0	3 9 0	A. Franchi.
Fraser, Charles,	16 7 0	6 2 0	Alexander Fraser.
Gamble, Charles,	13 2 14	6 6 4	John Gamble.
Gardner, Geo. Horman,	13 5 7	1 2 3	Asa Gardner.
Gaylor, Chas. Henry,	13 7 10	1 10 0	Charles Gaylor.
Gildersleeve, H. Bonnell,	14 4 27	3 3 15	Thomas J. Gildersleeve.
Gillette, Danl. Holbrook.	14 8 15	1 6 10	Daniel H. Gillette.
Glover, Chas. Samuel,	14 6 17	1 10 15	Charles S. Glover.
Glover, Elijah,	13 0 0	4 6 0	Thomas Glover.
Goerck, Theodore, Jr.,	14 8 21	7 7 0	Theodore Goerck.
Goldsmith, Abraham,	13 8 15	2 7 0	Solomon Goldsmith.
Goldsmith, Myer,	13 5 2	1 18 26	David Goldsmith.
Graham, Jas. George,	14 11 0	1 6 9	Mrs. J. D. Graham.
Graham, Thomas Boyd,	15 7 22	1 9 29	V. W. Graham.
Graham, Wm. Henry,	14 8 25	6 6 0	Robert Graham.
Green, John Edward,	15 5 22	3 9 12	Edward Green.
Griffin, Bradney,	13 5 0	1 0 15	Thomas B. Griffin.
Griffith, Ed. Augustus,	14 5 10	1 0 5	Edward Griffith.
Halsted, Elbert Kissam,	14 0 16	2 0 0	Mary A. Halsted.
Hamilton, John Reid,	14 9 0	3 10 0	Geo. G. Hamilton.
Hanson, Jonathan, Jr.,	13 1 0	7 5 8	Jonathan Hanson.
Harbershan, Frederick,	14 7 8	1 8 0	Wm. M. Harbershaw.
Harigan, Wm. Warren,	14 7 26	10 4 8	William Harigan.
Hartman, C. Frederick,	13 8 11	1 7 0	Henry Hartman.
Hasey, A. Comstock,	14 6 17	6 5 0	Alonzo Hasey.
Haskin, Benj. Franklin,	13 4 0	1 2 0	Anne Haskin.
Haswell, G. Kimball,	13 8 0	1 0 0	Charles H. Haswell.
Hayes, John,	13 6 16	8 4 3	M. Hayes.
Hays, John Henry,	14 9 22	6 2 0	Henry Hays.
Hayward, C. Baker,	13 7 19	1 10 6	William B. Hayward.

NAME.	Age.	Time in Public Schools.	Names of Parents or Guardians.
	Y. M. D.	Y. M. D.	
Hegeman, John, Jr.	13 6 0	3 0 0	John Hegeman.
Hegeman, William,	15 0 0	3 0 0	" "
Hewett, Henry Harrison,	15 0 20	2 3 20	Jonas Hewett.
Hickey, William,	14 3 10	3 3 15	B. E. Hickey.
Hinchman, Douglas,	15 3 21	3 5 10	G. W. Hinchman.
Hodgman, A. Daniel,	15 2 0	2 0 0	Daniel Hodgman.
Hollister, H. Hutchinson,	13 6 0	1 3 0	G. B. Hollister.
Honner, John, Jr.,	14 5 0	4 3 0	John Honner.
Hopkins, S. M. B.	13 11 12	1 4 0	Mrs. N. F. Hopkins.
Howe, A. Cummings,	14 3 0	2 11 0	Silas B. Howe.
Howe, Wm. James,	13 0 16	6 6 8	William Howe.
Hoyt, Harlow Mather,	13 4 24	5 7 0	David Hoyt.
Hubbell, Z. Melanethon,	13 0 0	2 2 6	Calvin Hubbell.
Hunter, James Henry,	13 11 0	1 1 25	Robert Hunter.
Inslee, Francis Huton,	15 2 20	1 3 0	D. C. Inslee.
Irvine, John Wesley,	15 0 18	4 8 29	Thomas Irvine.
Irvine, William,	15 7 19	8 10 5	John Irvine.
Irwin, G. Washington,	15 0 28	3 0 0	Thomas Irwin.
Jackson, James,	13 9 6	5 7 0	W. Jackson.
Jackson, James,	15 3 11	4 10 0	William Jackson.
Jackson, James Harvey,	16 8 25	4 8 0	John Jackson.
James, John Henry,	17 4 0	2 8 8	Richard Jeffers.
Johnson, J. Augustus,	13 8 0	1 9 0	Mary S. Johnson.
Johnston, Wm. Jr.,	13 2 8	1 10 10	William Johnston.
Jonas, Philip Hamilton,	14 0 4	2 9 0	Philip H. Jonas.
Joseph, Emanuel,	13 8 10	1 0 0	Mendel Joseph.
Joseph, S. Arthur,	13 3 26	2 3 0	J. L. Joseph.
Kavana, Wm. Atkinson,	13 10 0	5 8 17	John Kavana.
Keen, Edwin Forrest,	16 3 27	8 5 0	Washburn A. Keen.
Kelley, Henry Clay,	14 2 26	4 0 23	N. Kelley.
Kellogg, Wm. Lintz,	14 4 0	1 5 0	J. W. Kellogg.
Kelly, Edward,	14 6 18	7 1 23	Georgiana Kelly.
Kelly, Michael James,	13 3 27	6 6 0	Thomas Kelly.
Kempf, Chas. Otto,	14 5 22	2 2 19	R. Kempf.
Kennedy, T. Jefferson,	15 6 0	6 10 5	Thomas Kennedy.
Kennedy, W. McCorm'k,	14 6 10	6 8 0	Thomas Kennedy.
Kiernan, Lawrence,	13 7 20	1 2 0	Peter Kiernan.
Kind, Leopold,	13 1 21	4 0 14	Abraham Kind.
King, Wm. Edmund,	13 10 12	1 8 0	Wm. H. King.
Kingsland, P. Channing,	13 11 23	1 2 1	P. H. Kingsland.
Kipp, Pearson Halsted,	14 3 18	3 8 8	Quimby Kipp.
Kirkland, C. Pinkney,	14 8 10	1 4 0	Hon. Chas. P. Kirkland.
Kitchen, James,	13 0 0	1 0 0	Sarah A. Kitchen.
Kursheedt, A. Eleazar,	13 0 24	2 9 27	Asher Kursheedt.
Ladd, Geo. Wilson,	13 7 22	3 10 9	Wm. F. Ladd.
Laidlaw, Chas. Edward,	15 6 21	1 0 12	R. Laidlaw.
Langbein, Geo. Trask,	15 4 6	4 2 4	Leonard Langbein.
La Rue, H. Belmont,	14 0 0	5 11 23	John McCollum.
Lannon, James,	14 5 8	5 4 0	Michael Lannon.
Lecour, Peter George,	13 8 0	6 7 0	Eugenia Lecour.
Lewis, Menzies Raynor,	15 8 8	4 10 3	Mrs. R. A. Lewis.
Linen, Robert Young,	15 4 0	4 8 25	John Linen.
Livingston, Manning,	15 6 25	5 5 0	Catherine Livingston.
Lockwood, Chas. Harry,	13 6 0	3 11 16	J. B. Lockwood.
Lord, Edward,	13 6 0	3 8 14	H. B. Lord.
Lorsch, Theodore,	13 9 10	5 1 1	Henry Lorsch.

NAME.	Age.			Time in Public Schools.			Names of Parents or Guardians.
	Y.	M.	D.	Y.	M.	D.	
Lowery, James Ratchill,	15	5	0	6	2	0	John Lowery.
Lummis, John Maxwell,	13	9	22	0	11	22	William M. Lummis.
McAfee, Knox,	13	8	7	3	2	6	William McAfee.
McCague, Robert,	15	5	0	2	1	0	Robert McCague.
McFarland, Malcolm,	15	4	0	1	3	4	Duncan McFarland.
McGauran, J. Joseph,	16	4	10	1	4	3	Dennis McGauran.
McGeorge, William,	14	10	22	2	10	6	William McGeorge.
McManus, Michael,	14	8	12	4	0	0	P. McManus.
McMillen, Wm. Henry,	13	6	23	3	2	15	Charles McMillen.
McMurtie, Gilbert,	13	9	0	1	7	10	David McMurtie.
Maas, Abraham,	13	7	0	2	8	1	Bernhard Maas.
Marseilles, J. Varick,	16	0	0	7	8	10	John Marseilles.
Mann, Fred Halsey,	13	7	0	1	0	0	Alvan P. Mann.
Maxwell, F. Van Tassel,	13	8	0	2	9	21	William A. Maxwell.
Maxwell, George,	13	7	0	5	1	0	Ellen Maxwell.
Meeks, R. Thompson,	15	8	6	1	1	1	John Meeks.
Merritt, James,	14	7	26	5	11	9	Frederick S. Merritt.
Miles, Wm. Alfred,	15	1	24	3	1	10	William B. Miles.
Miller, J. Farquharson,	13	6	6	1	0	0	Mr. Miller.
Mitchell, David,	14	7	0	4	3	0	Eliza Mitchell.
Mitchell, Henry Post,	16	1	24	2	8	0	R. G. Mitchell.
Mitchell, R. Green, Jr.,	15	0	7	2	8	0	" "
Mix, Wm. Newman,	16	3	6	6	9	0	Thomas M. Mix.
Moynihan, E. Francis,	13	9	9	5	9	0	E. Moynihan.
Mooney, Jas. Mills,	15	11	14	4	9	29	Julia T. Mooney.
Moore, Junius Spencer,	14	0	4	3	2	11	Hector Moore.
Moores, William,	14	2	16	6	9	8	Charles W. Moores.
Morrison, Jas. Edward,	13	5	12	4	9	7	Eliza Morrison.
Morrison, Jno. Harrison,	15	8	3	6	10	0	Mrs. M. C. Morrison.
Mott, Wm. Henry,	14	6	0	3	2	2	Elizabeth Mott.
Muckle, Edm. Charles,	14	5	0	5	0	24	Edmund P. Muckle.
Murphy, James,	17	3	0	3	3	0	Michael Murphy.
Murray, John,	13	11	0	3	0	0	Margaret Murray.
Nellis, Albert Alonzo,	13	6	8	2	5	0	J. W. A. Nellis.
Norden, Benj. Louis,	16	0	0	1	4	17	Catherine Norden.
Oakley, Philip Miles,	14	0	0	2	0	0	Thomas J. Oakley.
Orr, Jackson, Jr.,	15	8	21	1	4	0	Jackson Orr.
Orr, John, Jr.,	13	0	10	6	10	6	John Orr.
Orr, Robert,	13	10	18	1	4	0	Jackson Orr.
Owen, Daniel Mott,	14	5	27	7	3	0	Daniel Owen.
Page, James Scaver,	14	0	0	4	3	0	Thomas Page.
Paxton, James Edwin,	15	11	11	1	9	8	E. A. Paxton.
Peck, Addison,	14	7	23	4	4	15	Mrs. M. Peck.
Peckham, Chas. Vasser,	13	9	0	3	11	0	Emma Peckham.
Pennal, Adam,	13	9	14	3	11	28	James Pennal.
Perry, M. Carpenter,	15	9	0	1	0	15	S. C. Perry.
Pettigrew, E. Albert,	14	5	0	3	7	0	James Pettigrew.
Pierce, Chas. Leland,	15	6	29	1	6	0	George Pierce.
Pike, Boaz Emanuel, Jr.,	14	0	13	8	4	0	Emanuel B. Pike.
Pinkney, I. Lawrence,	14	2	0	3	2	0	J. L. Pinkney.
Phelps, Chas. Osborn,	15	2	21	5	6	0	James L. Phelps.
Phelps, Edward Martin,	13	6	10	1	0	6	Edward W. Phelps.
Place, Wm. Augustus,	13	3	22	2	9	10	William Place.
Plummer, A. Halsey,	13	5	0	3	7	8	William Plummer.
Pope, Geo. Aaron,	13	11	0	4	5	0	Antoinette Pope.
Pridham, John Henry,	14	5	19	3	10	0	H. Pridham.

NAME.	Age.	Time in Public Schools.	Names of Parents or Guardians.
	Y. M. D.	Y. M. D.	
Pullman, James Henry,	13 8 0	3 4 0	John Pullman.
Purcell, James,	13 1 0	4 1 19	John Purcell.
Purroy, John Baptist,	14 11 9	2 2 8	J. B. Purroy.
Ramsey, Baptist,	14 11 5	2 10 10	James Ramsey.
Rand, D'Orsay Heath,	13 0 28	1 1 0	Edward Rand.
Rathbun, E. Wilkes,	14 0 0	1 0 0	Luman Sherwood.
Raymond, Jas. Loder,	13 7 0	2 3 0	James M. Raymond.
Reeves, Chas. Varley,	15 11 12	11 10 8	Jarvis Reeves.
Reid, Alex. Litton,	14 7 12	1 0 0	David Reid.
Reid, Robt. Clarkson,	13 5 0	4 2 0	Robert C. Reid.
Reither, Jacob,	14 10 8	5 10 0	John Reither.
Reuck, Randolph,	13 0 8	5 8 0	William Reuck.
Reynolds, John,	13 6 27	5 4 0	Jane Reynolds.
Roof, Wm. Henry,	15 8 0	1 11 0	Milton Roof.
Roome, Theo. Elliott,	13 1 0	4 2 0	M. L. C. Roome.
Ross, John,	15 4 0	1 8 0	John Ross.
Rowe, Eugene Orville,	15 0 5	2 3 0	James Rowe.
Rust, Henry,	15 1 0	1 3 7	Luther Rust.
Ryan P. Aloysius,	13 8 0	3 0 18	David Ryan.
Ryer, Wm. Forbush,	15 3 16	3 2 0	Henry L. Ryer.
Salter, Albert Edward,	14 4 20	1 6 14	Benjamin Salter.
Sanger, Wm. Henry,	14 7 0	1 6 0	Joseph T. Sanger.
Sawyer, Fred. Augustus,	14 7 0	1 7 19	Thomas J. Sawyer.
Schwartz, T. Gustavus,	15 6 6	1 7 10	L. Schwartz.
Scotfield, Demetrius A. G.	13 7 13	5 2 8	Jonathan Scotfield.
Selvage, Henry Clay,	14 5 0	5 0 20	Charles L. Selvage.
Sherman, Porter Gillet,	13 0 12	2 0 0	P. G. Sherman.
Sillman, Hen. Ruggles,	15 4 3	5 3 0	William Sillman.
Simonson, L. Wash'n,	14 0 0	1 7 0	Reuben Simonson.
Slade, Fred. Jarvis,	13 6 6	2 8 24	John Slade.
Slatery, John Barnet,	15 0 21	1 0 4	T. S. Slatery.
Slocum, Wm. Edwin,	13 4 12	4 8 0	William R. Slocum.
Smith, James Patterson,	15 0 4	5 5 15	J. Smith.
Smith, John William,	13 10 25	3 4 9	William F. Smith.
Snell, Henry,	13 7 0	2 3 0	John J. H. Snell.
Snow, G. Washington,	13 5 14	1 7 10	George M. Snow.
Sparrow, J. Rinch, Jr.,	15 11 14	2 10 5	Jas. R. Sparrow.
Spear, Joseph Alva,	16 8 0	1 0 0	Alva Spear.
Speir, Archibald,	14 1 0	1 9 0	Gilbert M. Speir.
Speyer, David Elias,	13 8 18	3 7 3	Elias Speyer.
Spinning, James Reid,	14 8 23	5 7 0	D. Spinning.
Squires, Wm. James,	16 1 14	4 0 0	Peter S. Squires.
Stackey, Chas. Edwin,	13 0 7	3 8 0	Sarah Stackey.
Stainburn, J. Windust,	13 0 0	4 10 25	James W. Stainburn.
Stanbridge, H. Francis,	14 5 25	2 10 0	J. Nichols.
Stiles, And. Bennet,	15 2 0	4 10 9	J. W. Stiles.
St. John, Chas. Henry,	14 9 19	6 8 0	Mr. St. John.
Stockey, P. Valentine,	14 0 22	1 0 0	Peter Stockey.
Strohmenger, Charles,	13 5 0	1 2 1	Joseph Strohmenger.
Sudlow, Sam. Tisdale,	15 11 8	2 9 23	John Sudlow.
Sullivan, Maurice F.	13 0 0	8 8 0	Mary Ann Sullivan.
Sullivan, Tim. Gamble,	13 2 0	4 3 21	B. Sullivan.
Swain, James John,	15 3 20	3 8 0	William Swain.
Taggard, W. Seymour,	14 3 0	1 2 7	William H. Taggard.
Tattam, George James,	13 0 12	2 6 6	George Tattam.

NAME.	Age.	Time in Public Schools.	Names of Parents or Guardians.
	Y. M. D.	Y. M. D.	
Taylor, Alfred Henry,	13 8 22	4 0 0	Moses B. Taylor.
Taylor, Chas. Alexander,	13 0 26	5 1 0	Edward L. Taylor.
Terhune, Jas. Albert,	13 6 0	2 5 0	John Terhune.
Terry David Dean,	14 1 0	1 7 9	David Terry.
Thomas, D. Anderson,	13 2 0	4 2 6	David A. Thomas.
Tousey, John Evart,	14 5 0	1 9 21	S. Tousey.
Trippe, Jas. Matthew,	16 7 10	1 2 28	James M. Trippe.
Troy, Henry William,	15 0 0	2 4 18	M. E. Troy.
Turner, John, Jr.,	13 2 0	5 2 8	John Turner.
Turner, Jno. Hamilton,	13 6 15	1 6 5	Thomas Turner.
Van Buren, E. Marsh,	13 5 0	3 10 0	James Van Buren.
Van Buskirk, Cor. D.	13 11 18	6 4 0	Richard Van Buskirk.
Van Cott, T. Sedgwick,	13 7 20	4 9 11	William Hathaway.
Van Wagner, Brittan,	13 8 0	1 0 0	M. L. Van Wagner.
Vidal, Theo. Chas. Bolt,	15 10 20	3 10 0	Theo. C. B. Vidal.
Wade, David Evert,	16 0 0	7 3 0	Ezekiel Wade.
Wallace, John,	15 1 17	6 1 0	Mrs. M. J. Wallace.
Walsh, Mike, Jr.,	16 3 0	2 4 1	Mike Walsh.
Warbury, Henry,	13 11 0	2 0 0	Jeannette Warbury.
Ward, F. Nathaniel,	14 3 20	5 2 8	Richard Ward.
Ward, John Murray,	16 1 0	2 1 0	E. A. Ward.
Warner, Wm. Charles,	13 1 0	4 3 0	George Warner.
Washburn, Theodore,	17 8 9	1 1 0	Joseph Washburn.
Waters, Wm. Ellis,	13 8 0	4 1 13	Wm. Waters.
Watson, Aug. Everett,	16 0 18	4 9 0	Henry Watson.
Watson, Geo. Winslow,	14 10 10	1 0 0	Geo. Watson, Jr.
Webb, John Converse,	14 0 0	2 0 0	Walter W. Webb.
Werner, Morris,	13 5 7	4 2 5	F. Werner.
West, Wm. Frederic,	13 5 19	3 6 0	Wm. G. W. West.
Wheeler, Charles,	13 6 0	1 9 0	Martha J. Wheeler.
Wheeler, Edwd. Jackson,	14 10 13	1 4 28	Edward Wheeler.
Whelpley, Henry Belden,	13 1 0	4 2 0	Abigail B. Whelpley.
White, Cyrus Barker,	14 8 5	1 10 0	Samuel White.
White, Jefferson Howard,	13 7 0	6 7 8	Thomas White.
White, Nathaniel Davis,	14 8 0	3 10 9	Mrs. H. D. White.
White, Phoenix Henry,	15 8 10	6 7 8	Thomas J. White.
Whitney, Erastus Pratt,	14 3 25	2 2 0	W. B. Whitney.
Whittoek, Mont. Wells,	15 6 0	3 2 0	M. P. Whittoek.
Wilcox, Rufus Edgar,	13 8 20	1 0 0	P. A. Selleek.
Wiley, Wm. Halsted,	14 2 0	1 9 0	John Wiley.
Will, Masten Stephen,	13 5 15	4 0 1	George Will.
Williamson, Geo. Howard,	14 0 17	3 2 1	John Williamson.
Willmot, Chas. Wm.,	13 10 20	9 0 0	Charles Willmot.
Wilson, George Wells,	13 10 10	6 7 12	Marian Wilson.
Wilson, Thaddeus, Jr.,	14 7 20	6 6 1	Thaddeus Wilson.
Wilson, Wm. Fred.,	13 5 0	1 7 26	John Wilson.
Woolley, Geo. Allen, Corlis,	14 5 0	4 10 9	Timothy C. Woolley.
Wood, Joseph Simeon,	14 3 0	3 5 22	Joseph Wood.
Wood, William Brown,	13 11 0	10 0 0	Wm. H. Wood.
Woodhull, Morris,	13 4 0	6 8 0	James Woodhull.
Woodruff, Sanford, Erastus,	15 10 12	5 7 0	Samuel D. Woodruff.
Wright, Aug. Manning,	15 3 26	1 10 6	Caroline L. Wright.
Young, J. Hopkins Saffer,	15 7 13	4 0 0	E. A. Young.
Young, Nathaniel,	13 2 8	1 0 0	John Young.
Zellner, Sina,	13 2 12	2 3 11	Charles Zellner.
Zender, Justus Emile,	14 5 1	3 0 0	J. D. L. Zender.

Names of Students admitted to the Freshman Class at the July Examination, 1856.

NAMES.	AGE.			TIME IN PUBLIC SCHOOL.			NAME OF PARENT OR GUARDIAN.
	Y.	M.	D.	Y.	M.	D.	
Hobert Frederick,	13	1	6	1	0	0	Henry Hobert.
Mitchell, Edward Lewis,	16	4	0	1	0	0	J. F. Mitchell.
Oakley, Walter,	15	6	0	1	0	0	Thomas J. Oakley.

The following is a statement of the names, ages, and studies of the Students claimed by the Board of Education to have pursued for four months or upwards, of the time mentioned in this report, classical studies, or the higher branches of English education, or both, according to the true intent and meaning of the Ordinance of the Regents, of the 20th of October, 1853, with a specification of the different studies pursued by each of said Students, and the length of time the same were pursued during said year: said studies being designated by the ordinary name or title of the book or treatise studied, and the part or portion of each being so studied being also stated, with the time spent in studying the same during said period.

No.	Names of Students.	Age.	Studies pursued from July 23, 1855, to Jan. 1, 1856.	Studies pursued from Jan. 1, to July 22, 1856.
1	Baker, Colgate	18	<p>Thucydides, 25 Chap. B. I., Bird's Elements of Natural Philosophy, from p. 359 to p. 386, with Lectures and recitations upon the theory of Light and Heat. In Electricity, Polarization and Electro-magnetism, Bird's Elements of Natural Philosophy, from p. 169 to p. 260. The whole course fully illustrated by experiments.</p> <p>In French, Van- nier's Pronuncia- tion.—Pinney and Badois' Grammar, forty lessons. Roe- mer's Elementary Reader, part first, with logical and grammatical analy- sis. Regular and irregular verbs, and oral exercises.</p> <p>Mahan's Civil En- gineering to p. 140,</p>	<p>Mansfield's Political Philosophy, entire and reviewed, with occasional Lectures.</p> <p>Chemistry.—Fowne's Chemistry as a text-book from p. 101 to p. 457, with occasional Lectures.</p> <p>Civil Engineering.— Review of Davies' Sur- veying and Mahan's Ci- vil Engineering.</p> <p>Use of instruments in the field, in Railroad Engineering, and Topo- graphical Drawing.</p> <p>Œdipus Tyrannus, 438 lines, with frequent re- views.</p> <p>Oratory and Original Declamations, once a month.</p> <p>French.—General re- view of the studies of the previous term. Roe- mer's Second Reader, 380 pp. Roemer's Poly- glot Reader, 50 pp. Translations from Eng- lish into French (manu- scripts). Pinney and Badois Grammar, from</p>

No.	Names of Students.	Age.	Studies pursued from July 23, 1855, to Jan. 1, 1856.	Studies pursued from Jan. 1, to July 22, 1856.
			and from p. 277 to 340, with topogra- phical drawing and field exercises. Butler's Analogy, entire, and partly reviewed. Monthly Exercises in oratory. Monthly Exercises in original composi- tions. Time—Four Months.	25th to 60th lesson. Re- viewed every two weeks. Time—Six months.
2	Banning, Wells T.	18	Same as No. 1.	Same as No. 1.
3	Davis, Henry, Jr.	20	do.	do.
4	Howe, John, Jr.	18	do.	do.
5	Jasper, John, Jr.	19	do.	do.
6	Kenyon, John	21	do.	do.
7	Leeds, Frederick A.	17	do.	do.
8	McMullen, Arthur	17	do.	do.
9	McMullen, Francis	18	do.	do.
10	Muller, Adrian H. Jr.	19	do.	do.
11	Pinkney, Howard	20	do.	do.
12	Pratt, Chas. Henry	19	do.	do.
13	Ranney, Julius	18	do.	do.
14	Rising, Franklin S.	22	do.	do.
15	Sherman, Henry	20	do.	do.
16	Sturgis, Russell, Jr.	20	do.	do.
17	Van Buren, Jas. L.	19	do.	do.
18	Walker, Aldace A.	18	do.	do.
19	Ward, John Edward	19	do.	do.
20	Wheeler, Everett P.	17	do.	do.
21	Hatfield, Robert F.	17	Same as No. 1 in Moral Philosophy, Chemistry, Civil En- gineering German.—Schil- ler's Maria Stuart, entire. Benedix Steikbrief, entire. Woodbury's Gram- mar (Elementary part). Glaubens- sklee's German Ex- ercises and Elwell's Dictionary. Time—Four Months.	Same as No. 1 in all except ancient languages and French. Schiller's Maria Stuart and Benedix Steikbrief reviewed. Benedix Lie- bestrank entire. Ol- trogge's Lesebuch, from page 84 to 115, and from 130 to 182, inclusive, and a large number of poetical pieces. Wood- bury's Grammar; Re- view of the elementary part. Syntactical part. Exercises from dictation. Original compositions. Flaxman's Dialogues. Elwell's Dictionary. Lec- tures on the origin and the history of the Ger-

No.	Names of Students.	Age.	Studies pursued from July 23, 1855, to Jan. 1, 1856.	Studies pursued from Jan. 1, to July 22, 1856.
22	Abbe, Cleveland	18	<p>Livy, Book I. Homer's Iliad, Books I. and II.</p> <p>Bartlett's Analytical Mechanics of Solids, 240 pages, and reviewed.</p> <p>Fowler's Grammar of the English language, 178 pages, and reviewed as far as to the 60th page.</p> <p>Exercises in Oratory and English Composition, monthly.</p> <p>Mahan's Intellectual Philosophy, 138 pages.</p> <p>Time—Four months.</p>	<p>man language, and its literature.</p> <p>Time—Six months.</p> <p>Mahan's Intellectual Philosophy, from page 138, and reviewed.</p> <p>Horace's Odes, B. I., and Ars Poetica.</p> <p>Homer's Odyssey, B. X. General lectures on Greek Literature.</p> <p>Fowler's Grammar reviewed from page 17 to 154, omitting from page 62 to 75, from page 81 to 97, and from page 101 to 115.</p> <p>Shaw's English Literature studied and reviewed, from page 208 to page 290.</p> <p>Bartlett's Analytical Mechanics of Fluids and Applications, 124 pages.</p> <p>Bartlett's Acoustics, 136 pages, and reviewed.</p> <p>Bartlett's Optics, 100 pages, and reviewed.</p> <p>Bartlett's Spherical Astronomy, 170 pages, and reviewed.</p> <p>Monthly exercises in Composition and Oratory.</p> <p>Time—Six months.</p> <p>Same as No. 22.</p>
23	Babeock, Jared Starr	18	Same as No. 22.	
24	Bleakeley, Wm. P.	18	do. (3 months.)	
25	Bell, Joseph Wm.	17	Same as No. 22.	do.
26	Bloomfield, Smith	17	do.	do.
27	Burke, John J.	18	do. (1 month)	
28	Church, James A.	17	Same as No. 22.	do.
29	Denman, Wm. M.	18	do.	do.
30	Donaldson, Robert A.	17	do. (1 month.)	
31	Dunn, Thomas H.	20	Same as No. 22.	do.
32	Dutcher, Salem	19	do.	do. (2 months.)
33	Fanning, David G.	20	do.	Same as No. 22.
34	Fay, Thomas J.	19	do. (1 month.)	
35	Fisk, Samuel Nelson	19	Same as No. 22.	do.
36	Hawes, George Elias	18	do.	do.
37	Henderson, Thomas A.	19	do.	do.
38	Irvine, Henry H.	18	do.	do.
39	Jelliffe, Samuel G. R.	18	do.	do.
40	Kitchel, Chas. Henry	22	do.	do.
41	McMullen, Patrick	17	do.	do.

No.	Names of Students.	Age.	Studies pursued from July 23, 1855, to Jan. 1, 1856.	Studies pursued from Jan. 1, to July 22, 1856.
42	Maxwell, Samuel, Jr.	17	Same as No. 22.	Same as No. 22.
43	Myers, Oscar	17	do.	do.
44	O'Hara, Oliver	20	do.	do. (3½ months.)
45	Roberts, John S.	18	do.	Same as No. 22.
46	Stewart, George		do. (1 month.)	
47	Van Deusen, S.	18	Same as No. 22.	do.
48	Winslow, William N.	18	do.	do.
49	Brush, Charles Theo.	18	do.	do.
			In all except the languages. Spanish.—Sales' Grammar. Iriarte's Fables (entire). Samanigo's Fables (half). Moratin's Comedies, Don Quixote to 60th page. Quintana's Vidas de Españoles Celebres (entire). Regular & Irregular Verbs, Selections from Spanish Classics, Translations from English into Spanish, Versification, Original Compositions, Idiological and Syntactical Analysis, Dictation and Conversation. Time—Four months.	In all except the Languages. German. — Schiller's Maria Stuart, 1st Act. Woodbury's Grammar (Elementary Part). Glaubenskiee's German Exercises to Prepositions. Elwell's Dictionary. Time—Six months.
50	Solomon, Nathan,	19	Same as No. 49.	Same as No. 49.
51	Van Sielen, George	16	do.	do.
52	Werner, Adolph	18	do.	do.
53	Werner, Emil	17	do. (½ month.)	
54	Adams, Elihu	16	Weber's Outlines of History, 138 pp., with continual reference to maps and authorities. Exercises in Composition and Declamation. Graham's English Synonymes, to 250th p. Xenophon's Anabasis, Book I. Three Cicero's Orations. Davies' Differential Calculus, to Ch. VI., with frequent reviews.	Weber's Outlines of Universal History, from p. 237 to p. 342, and from p. 388 to p. 410, with continual reference to Maps and Authorities and Oral Additions and Explanations. Monthly Exercises in Compositions and Declamations. Davies' Differential & Integral Calculus, from chap. VI., p. 116, to the end of the book, with frequent Reviewal. Graham's Synonymes, 250 pp., and Reviewed. Shaw's English Litera-

No.	Names of Students.	Age.	Studies pursued from July 23, 1855, to Jan. 1, 1856.	Studies pursued from Jan. 1, to July 22, 1856.
			<p>Lectures, weekly, on Steam Engine, Electric Telegraph, and the Application of Chemistry to Animal and Vegetable Physiology (no text-book used).</p> <p>Architectural and Classical Drawing, and the Arts of Ornament, from Diagrams and Casts.</p> <p>Time—four months.</p>	<p>ture Studied and Reviewed, 172 pp.</p> <p>Sallust's Jug. Bell, to chap. LXXV.</p> <p>Xenophon's Cyropaedia, Book VII, to chap. 5, § 58, with frequent Reviews.</p> <p>Whateley's Logic (entire), with frequent Reviews.</p> <p>Instructions in a Course of Ornament and Architectural Decorations, with principles and methods of Delineation.</p> <p>Use of Crayon and Drawing upon the Black Board.</p> <p>Instruction in Physical Geography.—One Lecture each week during the term, of which the Class were required to take notes, and recite the following week. A ward medal was offered as a prize for the best notes on the lectures.</p> <p>Time—Six months.</p>
55	Banks, William M.	18	Same as No. 54.	Same as No. 54.
56	Bausher, Henry, Jr.	17	do.	do.
57	Benneville, Emile J.	16	do.	do.
58	Blakeley, Matthew J.	18	do.	do.
59	Blake, Theodore A.	18	do.	do.
60	Brolly, James S.	17	do. (1 month.)	
61	Clark, John	16	Same as No. 54.	do.
62	Clowes, Theodore F.	17	do.	Left Jan. 2, 1856.
63	Crowther, Thomas	16	do.	Same as No. 54.
64	Ely, John Andrews	19	do.	do.
65	Farnham, Alonzo C.	18	do. (1 month.)	
66	Hallock, William K.	16	Same as No. 54.	do.
67	Godwin, James	18	do.	do.
68	James, Charles A.	17	do.	do.
69	Jollie, Cornelius	17	do.	do.
70	Ketchum, Alex. P.	17	do.	do.
71	Kursheedt, Manuel A.	16	do.	do.
72	McKee, Thomas J.	16	do.	do.
73	Moriarty, Henry E.	16	do.	do.
74	Pettigrew, John F.	17	do.	do.
75	Plyer, Charles W.	17	do.	do.
76	Purdy, John Caleb	18	do.	do.
77	Sands, Walter S.	18	do.	do.

No.	Names of Students.	Age.	Studies pursued from July 23, 1855, to Jan. 1, 1856.	Studies pursued from Jan. 1, to July 22, 1856.
78	Sloan, Henry King	17	Same as No. 54.	Same as No. 54.
79	Stratton, George H.	16	do.	do.
80	Sturges, Peter D.	16	do.	do.
81	Tinker, John Fred.	16	do.	do.
82	Todd, Lewis Hartm'n	17	do.	do. (1½ month.)
83	Tomkins, Elliott D.	17	do.	Same as No. 54.
84	Utter, George	18	do.	do.
85	Vehslage, Henry	20	do.	do.
86	Warner, George G.	18	do.	do.
87	Welsh, Henry	16	do.	do.
88	Wiggins, John R.	17	do.	do.
89	Parsons, Reuben	16	do. (1 month.)	
90	Kirklaud, William	18	Same as No. 54.	do.
91	Childs, Augustus F.	16	do. In all except the Ancient Languages. French.—Noel & Chapsal's Grammar, Elementary & Syn- tax, to § 432. Roemer's Second Reader (entire), with abstracts in French. Translations from Eng'l (manuscripts) into French, Dicta- tion. Spanish. — Ollen- dorff, to lesson 74. Ollendorff's Gram- mar (entire). Ascar- gorta Historia de España (entire). Pizarro's Phrases (entire). Composi- tions in Spanish, Regular and Irregu- lar Verbs. Logical and Grammatical Analysis, Dictation, Reading and Con- versation. Time—Four months.	do. In all except the Ancient Languages. French.—General Re- view of the Studies of the previous term. Moliere (Bourgeois Gentilhomme, les femmes Savantes). Racine (Bajazet, Iphi- genie, Esther). Roemer's Polyglot Reader, part 2d. Composition, Ab- stracts, Letter-Writing. Noel & Chapsal's Grammar Reviewed. Spanish. — Review of Ollendorff's Spanish Grammar, Sales' Span- ish Grammar (half.) Quintena Vidas de Es- pañoles Celebres (half.) Moratin's Comedies (half). Regular and Ir- regular Verbs. Logical and Grammatical Anal- ysis. Original Composi- tions, in Spanish, Dicta- tion, Reading and Con- versation. Time—Six Months.
92	Earl, Edward	17	Same as No. 91. (1½ month.)	
93	Hawley, Harvey P.	17	Do. (½ month.)	
94	Knispel, Charles W.	17	Same as No. 91.	Same as No. 91 (1 month.)
95	Levy, Herman M.	17	do.	do. (2½ months.)
96	Pullman, John W.	17	do.	Same as No. 91.

No.	Names of Students.	Age	Studies pursued from July 23, 1855, to Jan. 1, 1856.	Studies pursued from Jan. 1, to July 22, 1856.
97	Struthers, Stephen R.	18	Same as No. 91.	
98	Whittemon, Samuel,	17	do. (1 month.)	Same as No. 91.
99	Appleton John B.	15	<p>Mathematics.—Davies' Legendre, portions of the 7th, 8th, and 9th Books: also Plane and Spherical Trigonometry, Mensuration, Surveying, and Navigation, with frequent reviews.</p> <p>Weber's Outlines of Universal History, 64 pages.</p> <p>Day's Rhetoric, from page 35 to page 39.</p> <p>Fowler's English Grammar, from page 334 to page 386, and renewed to p. 341.</p> <p>Virgil's <i>Æneid</i>, Book I. and 317 lines of Book II. Anthon's Latin Prose Composition, to page 180.</p> <p>Sophocles' Greek Grammar, and 79 examples in Sophocles' Greek Lessons.</p> <p>Lectures on Chemistry as applied to Arts. No text-book used.</p> <p>Descriptive Geometry, Book I—XII. (from manuscripts.)</p> <p>Time—Four months.</p>	<p>Latin.—Virgil's <i>Æneid</i>, Book II., from line 355 to Book III. Book V., from line 104 to line 545, and Book VI.</p> <p>Greek.—Owen's Greek Reader, 9 Fables; the Jests of Hierocles; 6 Dialogues of Lucian: Conquest of Babylon, (Xenophon's <i>Cyropædia</i>); parting of Hector and Andromache, (Homer;) and the Odes of Anacreon.</p> <p>Greek Grammar reviewed. Weekly Exercises in Anthon's Latin Versification to page 43, with frequent reviews.</p> <p>Mathematics.—Davies' Analytical Geometry, 1st, 2d, 3d, 4th, 5th, 6th, and 8th Books, with frequent reviews.</p> <p>English Language.—Fowler's English Grammar, from page 334 to 386, and reviewed.</p> <p>History. — Weber's Outlines of History, reviewed, 67 pages of previous term, and advanced 50 pp., with continual attention to Geography, and reference to original authorities.</p> <p>Rhetoric.—Day's Rhetoric Studied, from page 99 to page 150, from page 165 to page 213, and from page 240 to page 290, and reviewed.</p> <p>Monthly Exercises on Composition and Declamation.</p> <p>One Lecture a week on Physical Geography, of which the Students of the Class were required to take notes, and recite</p>

No.	Names of Students.	Age.	Studies pursued from July 23, 1855, to Jan. 1, 1856.	Studies pursued from Jan. 1, to July 22, 1856.
				the following week. A Ward Medal offered as a prize for the best Notes on the Lectures. Drawing. — Perspec- tive, Shades and Shad- ows, (from manuscripts).
100	Balch, Chas. Leland	16	Same as No. 99.	Same as No. 99.
101	Boarer, James	17	do.	do.
102	Belden, William	16	do.	do. (2 months.)
103	Benson, Elb. Van S.	17	do.	do. (do.)
104	Brooker, Stephen T.	17	do.	do. (do.)
105	Bull, Frederick	17	do.	do. (4½ months.)
106	Craft, Elijah R.	16	do.	do. (do.)
107	Darly, Cornelius	17	do. (2 months.)	
108	Daly, Matthew	15	Same as No. 99.	Same as No. 99.
109	Delaney, John	16	do.	do.
110	Dornin, Wm. Coffin	17	do.	do. (1½ month.)
111	Doughty, Isaac	16	do.	do. (2½ months.)
112	Dresser, Chas. Pratt	19	do.	Left Jan. 11, 1856.
113	Dresser, Hor'ce Eras.	15	do.	Same as No. 99.
114	Dunkin, Thomas J.	16	do.	do.
115	Elliott, Richmond B.	17	do.	do.
116	Fackler, David Park	16	do.	do.
117	Farrington, J. D. Jr.	17	do.	do.
118	Fitzpatrick, Jas. C.	16	do.	do.
119	Flack, Edwd. Payson	17	do.	do. (2½ months.)
120	Gardner, Asa Bird	17	do.	Same as No. 99.
121	Gilley, Franklin W.	17	do.	do.
122	Griscom, Edward P.	16	do.	do.
123	Hallock, Robert B.	18	do.	do.
124	Hart, James Edgar	17	do.	do.
125	Howland, Elijah A.	17	do.	do.
126	Hudson, Wilbur F.	17	do.	do.
127	Ireland, Oscar B.	16	do.	do.
128	Kelly, Robert Mc	18	do.	do.
129	Knapp, Henry F.	17	do.	do. (1 month.)
130	Knox, James	17	do.	Same as No. 99.
131	Kolb, Emanuel	17	do. (1 month.)	
132	Lozier, Abraham	18	Same as No. 99.	do.
133	McCormick, John S.	15	do.	do.
134	Mackie, Simon F.	17	do.	do.
135	Man, William	17	do.	do.
136	Merrill, Charles R.	18	do.	do. (5 months.)
137	Mitchel, George M.	17	do. (1 month.)	
138	Morris, William S.	15	Same as No. 99.	Same as No. 99.
139	Mount, John Francis	16	do.	do.
140	Neidlinger, William	16	do. (½ month.)	
141	Oscanyan, Thomas	15	Same as No. 99.	do.
142	Patterson, Samuel S.	17	do.	do. (1 month.)
143	Pomeroy, Ralph	17	do.	Same as No. 99.
144	Quinn, William B.	17	do.	do.
145	Renne, Dilmon F.	17	do.	do.
146	Seofield, Samuel L.	16	do.	do. (3 months.)

No.	Names of Students.	Age.	Studies pursued from July 23, 1855, to Jan. 1, 1856.	Studies pursued from Jan. 1, to July 22, 1856.
147	Scott, John Frederick	15	Same as No. 99.	Same as No. 99.
148	Seaman, James A.	15	do.	do.
149	Sherman, Gardner	16	do.	do.
150	Somers, Frederick D.	17	do. (1 month.)	do.
151	Sullivan, Dennis F.	17	Same as No. 99.	do.
152	Sutton, John Joseph	17	do.	do.
153	Swezey, Samuel	19	do.	do. (1 month.)
154	Tanzer, Arnold	16	do.	Same as No. 99.
155	Tisdale, Fitzgerald	17	do.	do.
156	Walber, Emile	16	do. (1 month.)	do.
157	Ward, Charles A.	18	Same as No. 99.	do.
158	Warriner, William B.	18	do.	do. (2 months.)
159	Wheeler, Chas. Henry	18	do.	do. (2½ months.)
160	White, Orion	18	do.	Same as No. 99.
161	Wiggins, Williams	18	do. (1 month.)	do.
162	Wills, Joseph	18	Same as No. 99.	do. (4 months.)
163	Wilson, Philip Lee	16	do.	Same as No. 99.
164	Woglom, Gilbert T.	16	do.	do.
165	Wood, Edward A.	16	do.	do.
166	Woodruff, L. De F.	18	do.	do.
167	Woolf, Solomon I.	16	do.	do.
168	Adrianee, William J.	17	<p>Same as No. 99 in all except Ancient Languages.</p> <p>French. — Pinney and Badois' Grammar, from 40th to 65th lesson.</p> <p>Roemer's 2d Reader to page 213.</p> <p>Dictation with application of Gram'r.</p> <p>Spanish. — Ollendorff's method, XIX. lessons.</p> <p>Ollendorff's Grammar (half.) Colmena Española, 60 pp.</p> <p>Velasquez' Phrases, (half.) Do. Vocabulary to 42d page.</p> <p>Regular and Irregular Verbs. Reading and Conversation.</p> <p>Time—1 month.</p>	
169	Bigelow, John P.	18	<p>Same as No. 168.</p> <p>Time—Four months.</p>	<p>Same as No. 99, in all except Ancient Languages.</p> <p>French.—General Reviews of Studies of the previous term. Roemer's 2d Reader, 300 pages.</p> <p>Roemer's Polyg't Read-</p>

No.	Names of Students.	Age.	Studies pursued from July 23, 1855, to Jan. 1, 1856.	Studies pursued from Jan. 1, to July 22, 1856.
				er, 40 pages, English into French, and 2d part French into English. Pinney & Badois' Gram- mar to the end. Frequent readings and reviews Spanish.—Ollendorff's Spanish Grammar, (near- ly through.) Colmena Española, entire. Ve- lasquez' Vocabulary, en- tire. Regular & Irregu- lar Verbs, Grammatical Analysis, Readings, Dic- tation and Conversa- tion. Time—Five months. Same as No. 169. do. do. (2½ months.) do. (5 months.)
170	Bruce, James	15	Same as No. 169.	
171	Carolin, John A.	16	do.	
172	Clark, Robert Nunns	15	do.	
173	Corson, Robert G.	17	do.	
174	Day, Benjamin	18	do. (1 month.)	
175	Dingman, John H.	18	do.	
176	Fenner, George W.	17	Same as No. 169. (1½ month.) do.	
177	Hunt, Richard Riker	17	do.	
178	Kørner, Herman C.	16	Same as No. 169.	Same as No. 170.
179	Lowe, John Gorham	16	do. (1 month.)	
180	Marsh, James Henry	17	Same as No. 169.	do.
181	Martin, Benj. Ellis	18	do.	do.
182	Merritt, Mortimer C.	17	do.	do.
183	Montgomery, Rich. R.	17	Do. in French, Spanish, & History. Pursues a partial course.	do. (1 month.)
184	Nexsen, Heyer M.	15	Same as No. 169.	Same as No. 170.
185	Northrop, John G.	17	do.	do. (1½ month.)
186	Porter, Horace	17	do.	Same as No. 170.
187	Reis, Jacob	15	do.	do.
188	Robinson, George W.	16	do.	do. (5 months.)
189	Schmidt, Edward M.	18	do.	do. (do.)
190	Southworth, Joseph	17	do.	Same as No. 170.
191	Thompson, Wallace A.	17	Do. (1 month.)	
192	Towle, Stephenson	19	Same as No. 169.	do.
193	Vandewater, J. J. F.	16	do.	do. (4 months.)
194	Watson, Charles W.	15	do.	Same as No. 170.
195	Wood, Frank	16	do.	do.
196	Abbe, Walter	15	Mathematics. — Docharty's Algebra, to the VIIIth Chap., and reviewed. Latin.—Andrew's and Stoddart's Latin	Mathematics.—Davies' Legendre, first six books, with frequent reviews. Latin.—Cæsar's Com- mentaries, Books I. and IV. with frequent re-

No.	Names of Students.	Age.	Studies pursued from July 3, 1855, to Jan. 1, 1856.	Studies pursued from Jan. 1, to July 22, 1856.
			<p>Grammar. Andrew's Latin Reader, 24 Fables. General Principles of Grammar, 67 pages.</p> <p>Natural Science.—Chambers' Introduction to the Sciences.</p> <p>The class have been chiefly engaged in attending lectures on astronomy and physical geography, (one lecture each week,) and the students required to take notes and prepare themselves for recitation. The notes taken, examined and credited.</p> <p>Moral Science.—(Mostly by lectures,) Wayland—abridged—as a text book. Hart's Constitution of the United States, (entire,) and reviewed to 61st page.</p> <p>Time—Four months.</p>	<p>views and grammatical exercises.</p> <p>Chemistry.—Renwick's Elements of Chemistry, from page 1 to page 228, with frequent lectures.</p> <p>English Literature.—Barton's Outlines of Grammar reviewed.</p> <p>Natural Sciences.—Instruction given in Geology, Mineralogy, and Human Physiology, by Weekly Lectures, illustrated by Maps, Minerals, the Manikin, Skeleton, dissection of the eye, heart, &c. Text Book used: Chambers' Introduction to the Natural Sciences. The students examined on the subjects named, each week, and required to exhibit complete notes of the Lectures at the close of the Term. A ward medal offered as a prize for the best notes of the Lectures.</p> <p>Drawing. — Linear drawing, from manuscripts, diagrams, and the blackboard.</p> <p>Time—Six months.</p>
197	Abraham, James C.	16	Same as No. 196.	Same as No. 196 (1 mo.)
198	Acherson, James J.	15	do.	do. (2½ months.)
199	Adams, William H.	15	do. (2½ months.)	
200	Allison, Thomas	15	Same as No. 196.	Same as No. 196.
201	Allen, Aaron C.	14	do. (1 month.)	
202	Amelung, Adolph L.	16	Same as No. 196.	do. (2½ months.)
203	Ankers, John Henry	14	do. (1 month.)	
204	Arnold, George W.	17	Same as No. 196.	do. (1 month.)
205	Babcock, Paul	15	do. (1½ month.)	
206	Baker, Edward L.	14	Same as No. 196.	do. (4½ months.)
207	Barthers, Jeremiah	16	do.	do. (1 month)
208	Beiser, John	15	do. (1 month.)	
209	Beldin, William H.	14	Same as No. 196.	do. (4½ months.)
210	Berryman, John Jr.	14	do. (2½ months.)	
211	Black, George A.	16	Same as No. 196.	Same as No. 196.
212	Black, Robert J.	18	do. (1 month.)	
213	Blakeman, Alex. N.	16	Same as No. 196.	do. (2½ months.)
214	Bloomfield, John C.	14	do.	Same as No. 196.
215	Blun, Louis	15	do.	do. (3½ months.)

No.	Names of Students.	Age.	Studies pursued from July 23, 1855, to Jan. 1, 1856.	Studies pursued from Jan. 1, to July 22, 1856.
216	Blythe, Andrew	14	Same as 196.	Same as No. 196.
217	Bogart, Duncan	15	do.	do.
218	Bradley, Edward A.	15	do.	do.
219	Brady, John A.	16	do.	do.
220	Brady, William P.	15	do.	do. (2 months.)
221	Brewster, Frederick	15	do.	Same as No. 196.
222	Brown, Amos	16	do.	do. (2½ months.)
223	Brown, Frederick J.	14	do (2½ months.)	
224	Buckmaster, John W.	15	Same as No. 196.	Same as No. 196.
225	Burdett, Peter G.	15	do.	do.
226	Butcher, John H.	14	do.	do. (3½ months.)
227	Byrne, Edward F.	18	do.	Same as No. 196.
228	Byrne, William P.	16	do. (1 month.)	
229	Candler, Haman B.	18	Same as No. 196.	do.
230	Cannon, William J.	15	do.	do.
231	Carpenter, James E.	14	do. (1 month.)	
232	Caryl, George C.	16	Same as No. 196.	do.
233	Cappell, William	14	do.	do.
234	Chapin, John Jacob	14	do.	do.
235	Chollar, Byron E.	16	do.	do.
236	Chark, Paris G., Jr.	17	do.	do. (4½ months.)
237	Cock, William R., Jr.	14	do.	Same as No. 196.)
238	Cohen, Leonard G.	16	do.	do. (2 months 20 days.)
239	Cohn, Solomon M.	14	do.	Same as No. 196.
240	Conover, Charles H.	16	do.	do.
241	Cowdry, Francis H.	14	do.	do.
242	Crocheron, Reuben	15	do.	do.
243	Crosby, Franklin B.	15	do.	do.
244	Crosby, Wm. B., Jr.	14	do.	do.
245	De Con, James A.	16	do.	do.
246	De Peyster, Fred. J.	17	do.	do.
247	De Peyster, Jacob A.	16	do.	do.
248	Davis, Charles E.	14	do.	do.
249	Delano, John S.	15	do.	do.
250	Doremus, Cor. D.	14	do.	do.
251	Downing, Joseph A.	17	do.	do.
252	Drake, Isaac James	16	do. (1½ month.)	
253	Duke, Kosciusko	14	Same as No. 196.	do.
254	Dunn, Francis Budd	15	do.	do.
255	Dwight, Melatiah E.	15	do.	do.
256	Easton, Robert T. B.	19	do.	do.
257	Eccles, William C.	14	do.	do. (3 months.)
258	Edwards, John D.	16	do.	Same as No. 196.
259	Einstein, Edwin	16	do.	do.
260	Eells, John	15	do.	do.
261	Ellsworth, Wm., Jr.	18	do.	do.
262	Emerson, Charles	15	do.	do.
263	Fay, Jeremiah	16	do. (1 month.)	
264	Fitch, John B.	14	Same as No. 196.	do. (3½ months.)
265	Flynn, T. Jefferson	16	do. (1 month.)	
266	Forester, Chas., Jr.	15	Same as No. 196.	Same as No. 196.
267	Fox, William	15	do. (1 month.)	
268	Gaines, John	16	Same as No. 196.	do. (1 month.)
269	Gallagher, Dennis	13	do.	Same as No. 196.
270	Garrison, Charles S.	14	do.	do. (5 months 24 days.)

No.	Names of Students.	Age.	Studies pursued from July 23, 1855, to Jan. 1, 1856.	Studies pursued from Jan. 1, to July 22, 1856.
271	Gelston, Wm. James	17	do. (1½ month.)	
272	Gilchrest, William	17	Same as No. 196.	Same as No. 196.
273	Gillette, Walter R.	17	do.	do. (3 months 11 days.)
274	Gilman, John R.	15	do.	do. (1 month.)
275	Gimbernat, Julius R.	16	do.	do. (15 days.)
276	Glover, Thomas	16	do.	do. (2 months 12 days.)
277	Goodwin, Fred. J.	16	do.	Same as No. 196.
278	Grant, John	16	do. (1 month.)	
279	Gray, Abraham B.	14	Same as No. 196.	do.
280	Greeley, Joseph L.	17	do.	do.
281	Griggs, Nelson	14	do.	do.
282	Hartman, Charles	15	do. (1 month.)	
283	Hartt, Henry Le B.	15	Same as No. 196.	do.
284	Harned, Luther M.	17	do.	do.
285	Heller, John Henry	14	do.	do.
286	Hewitt, Joseph C.	17	do.	do.
287	Heyne, John F.	15	do. (1 month.)	
288	Hildburghauser, L. II.	15	Same as No. 196.	do. (4 months 9 days.)
289	Hill, Andrew	15	do. (1½ month.)	
290	Hiscox, Freeman	15	Same as No. 196.	Same as No. 196.
291	Hopkins, Arch. W.	13	do.	do. (5 months 24 days.)
292	Hopping, Edward C.	14	do.	Same as No. 196.
293	Horsfield, Richard T.	17	do.	do. (2 months 20 days.)
294	Horsfield, Timothy N.	16	do.	do. (3 months 24 days.)
295	Hoyt, Benjamin F.	15	do.	do. (1 month 29 days.)
296	Hoyt, Henry Anson	16	do.	Same as No. 196.
297	Hudson, Victor E.	16	do.	do. (4 months 26 days.)
298	Hutchinson, Wm. J.	14	do.	Same as No. 196.
299	Hyatt, Stephen B.	14	do.	do.
300	Hyde, Edwin F.	14	do.	do.
301	Hyde, Ralph M.	17	do.	do. (2 months 24 days.)
302	Jackson, James H.	16	do.	Same as No. 196.
303	Jakubowski, F. C.	14	do.	do.
304	James, Josiah	14	do.	do.
305	Jones, George Wm.	16	do.	do.
306	Keilty, William	17	do.	do. (4½ months.)
307	Keith, Charles C. T.	14	do.	Same as No. 196.
308	Keller, George	14	do.	do.
309	Kelly, William	14	do.	do. (4 months 12 days.)
310	Kennedy, Charles S.	16	do.	do. (2 months 20 days.)
311	Kenny, Peter D.	16	do.	do. (4 months 16 days.)
312	Kenyon, George C.	18	do.	Same as No. 196.
313	Ketcham, George	15	do.	do. (3 months 14 days.)
314	Ketcham, John L.	21	Same as No. 196, (1 month.)	
315	Ketchum, Edgar, Jr.	15	Same as No. 196.	Same as No. 196.
316	King, Isaac Manes	15	do.	do. (5 months 20 days.)
317	King, James, Jr.	14	do.	Same as No. 196.
318	Knox, Chas. McLean	19	do.	do.
319	Leach, Adam C., Jr.	15	do.	do.
320	Leet, Allen N., Jr.	17	do. (1 month.)	
321	Lent, Rufus	18	do.	
322	Little, John	14	Same as No. 196.	do.
323	Little, William	16	do.	do.
324	Livermore, Francis D.	15	do.	do.

No.	Names of Students.	Age.	Studies pursued from July 23, 1855, to Jan. 1, 1856.	Studies pursued from Jan. 1, to July 22, 1856.
325	Livingston, Wm. H.	16	Same as No. 196.	Same as No. 196.
326	Locke, John	16	do. (2 months.)	
327	Loughman, Simon	16	do. (1 month.)	
328	Luckey, Jesse Brush	15	Same as No. 196.	do.
329	Ludlam, Fitch R.	16	do.	do.
330	Lyon, Wm. G.	14	do.	do.
331	McClave, John	17	do. (1 month.)	
332	McCloskey, F. C.	17	do.	
333	McCormick, Francis	14	Same as No. 196.	do.
334	McCutcheon, Ed'wd	14	do.	do.
335	McDonough, James	14	do.	do.
336	McFarlane, James	16	do.	do.
337	McLarty, John	14	do.	do.
338	McQuaid, William O.	14	do.	do. (4 months 14 days.)
339	Mackellar, Thomas	15	do.	Same as 196.
340	Markoe, Francis	16	do.	do.
341	Marsh, Edward T.	15	do.	do.
342	Martin, Jacob E.	15	do.	do. (2 months 20 days.)
343	Maxwell, Henry	15	Same as No. 196 (1 month.)	
344	Maze, Walter H.	16	do. (2 months.)	
345	Meeks, Albert	17	Same as No. 196.	Same as No. 196.
346	Meeks, Edwin B.	16	do.	do.
347	Meikleham, T. M. R.	15	do.	do.
348	Michaelis, Otto E.	14	do.	do.
349	Mickey, Wilson	16	do. (1 month.)	
350	Miller, William T.	14	Same as No. 196.	do.
351	Milne, Alexander C.	16	do.	do.
352	Mimne, Marshal E.	14	do.	do.
353	Moore, David M.	14	do. (1 month.)	
354	Morrison, David M.	15	Same as No. 196.	do.
355	Muller, Wm. T. L.	15	do.	do.
356	Nesbit, Alexander	16	do.	do.
357	Newell, George H.	14	do.	do.
358	O'Brien, William	14	do.	do.
359	O'Keef, Frank Hall	17	do (1 month.)	
360	O'Neil, Henry P.	14	Same as No. 196.	do.
361	Oakley, M. C. B.	17	do.	do.
362	Ogden, James W.	17	do. (1 month.)	
363	Parker, David	15	do.	
364	Parsons, Joseph E.	15	do.	
365	Patterson, Charles H.	15	Same as No. 196.	do.
366	Patridge, Samuel S.	18	do.	do.
367	Pettigrew, Eugene A.	14	do.	do. (3 months 7 days.)
368	Phillips, William	15	do.	Same as No. 196.
369	Post, George D. S.	17	do.	do.
370	Quinn, Patrick	17	Same as No. 196 (2½ months.)	
371	Randolph, J. M. F.	15	do. (1 month.)	
372	Riley, James	15	Same as No. 196.	Same as No. 196.
373	Roberts, George W.	14	do.	do.
374	Roeder, Leopold	14	do.	do.
375	Rogers, Edwin H.	14	do.	do.
376	Rogers, James E.	14	do.	do.
377	Rogers, Nich. A. D.	15	do.	do. (3 months 14 days.)

No.	Names of Students.	Age.	Studies pursued from July 23, 1855, to Jan. 1, 1856.	Studies pursued from Jan. 1, to July 22, 1856.
378	Rosenfeld, Frederick	15	Same as No. 196.	Same as No. 196.
379	Ryan, Bernard	16	do. (1 month.)	
380	Ryer, Benjamin F.	16	Same as No. 196.	do.
381	Sanders, Reid	18	do.	do.
382	Sands, James W.	19	do. (2½ months.)	
383	Savage, George W.	16	do. (1 month.)	
384	Schleuter, Theodore	16	Same as No. 196.	do. (2 months 5 days.)
385	Seaman, James G.	17	do.	do. (1 month.)
386	Sherwood, Scott R.	14	do.	Same as No. 196.
387	Simonson, Lewis W.	14	do.	do.
388	Smith, Francis Jacob	15	do.	do.
389	Smith, Harrison B.	16	do.	do. (2 months 20 days.)
390	Smith, Isaac P.	15	do. (1 month.)	
391	Smith, Wilson Small	16	Same as No. 196.	do. (5 months 20 days.)
392	Snedden, George	14	do.	Same as No. 196.
393	Spencer, Eugene W.	17	do.	do.
394	Spencer, Galen C.	17	do.	do. (5 months 24 days.)
395	Sproulls, Henry H.	15	do. (2½ months.)	
396	Stephenson, W. C.	17	Same as No. 196.	do. (2 months 20 days.)
397	Stewart, Robert H.	14	do.	Same as No. 196.
398	Stoutenburgh, J. P.	19	do.	do. (2 months 12 days.)
399	Stuchfield, Silas B.	15	do.	do.
400	Sullivan, Stephen P.	15	do.	do.
401	Taylor, James	15	do.	do.
402	Taylor, William	14	do.	do.
403	Taylor, Wm. Henry	16	do.	do.
404	Taylor, Wm. Lyle	15	do.	do.
405	Thackabery, W.G.H.	15	do. (1 month.)	
406	Thorne, Thomas	15	Same as No. 196.	do. (2 mos. 20 days.)
407	Thurston, Geo. W.	14	do.	do.
408	Torry, Herbert Grey	18	do.	do.
409	Trainor, Eugene F.	15	do.	do.
410	Trimble, Charles B.	16	do. (1 month.)	
411	Trimble, William M.	15	do.	
412	Tripp, W. H.	15	Same as No. 196.	do.
413	Tyng, Morris Ashh'rst	17	do.	do.
414	Underhill, James	18	do. (1 month.)	
415	Van Boskirk, Rich.T.	15	Same as No. 196.	do.
416	Van Brunt, Chas. T.	14	do.	do.
417	Van de Wiel, Louis	14	do.	do.
418	Van Dyke, Samuel E.	16	do.	do. (1 month.)
419	Van Pragg, Henry, A.	16	do.	Same as No. 196.
420	Van Tyne, Frederick	17	do. (1 month.)	
421	Vanderbeek, Ab'ham	15	Same as No. 196.	do.
422	Verdin, Joseph T.	14	do.	do.
423	Vienot, Emile	15	do.	do.
424	Vought, Edward M.	15	do.	do. (5 months, 19 days.)
425	Walber, Albert	15	do. (1 month.)	
426	Walsh, Mike Jr.	16	Same as No. 196.	do. (5 months, 20 days.)
427	Ward, Peter	14	do.	Same as No. 196.
428	Weeden, Geo. Henry	16	do.	do. (2 months 20 days.)
429	Weightman, George	13	do.	Same as No. 196.
430	Welden, John, Jr.	14	do.	do.
431	Werner, Robert R.	16	do.	do.

No.	Names of Students.	Age.	Studies pursued from July 23, 1855, to Jan. 1, 1856.	Studies pursued from Jan. 1, to July 22, 1856.
432	Wheeler, Walter Geo.	16	Same as No. 196.	do. (5 months 20 days.)
433	Wildey, Oscar	15	do.	Same as No. 196.
434	Wiltzie, James	14	do. (1 month.)	
435	Winne, William M.	17	do. do.	
436	Young, Albert	16	Same as No. 196.	do.
437	Yoney, Edwd. Fras.	16	Same as No. 99.	Same as No. 99.
438	Young, Samuel John	15	Same as No. 196. (1 month.)	
439	Zeller, Charles Henry	15	Same as No. 196.	Same as No. 196.
440	Adams, Samuel G.		Same as No. 196. In all except Ancient Languages. French, Vannier's Pronunciation. Pinney & Badois' Grammar, 25 Lessons. Perrin's Fables, 12. The regular verbs in all their forms, with oral Phraseological Exercises. Time, Four months.	Same as No. 196. In all except Ancient Languages. French—General review of the studies of the previous term. Roemer's 1st French Reader entire. Pinney & Badois' Grammar, from 20th to 50th Lesson. Logical and Grammatical Analysis, Regular and Irregular Verbs. Review every two weeks. Time—Six months.
441	Allison, Alfred M.	16	Same as No. 440.	Same as No. 440. (3 months 14 days.)
442	Allen, William H.	14	do.	do. (2 months 20 days.)
443	Amerman, John	16	do.	Same as No. 440.
444	Amory, James	17	do.	do. (5 months 3 days.)
445	Andariese, James	14	do.	Same as No. 440.
446	Bendernagel, John J.	15	do.	do.
447	Book, George W.	15	do.	do.
448	Briggs, Benjamin M.	14	do.	do.
449	Briggs, Samuel S. Jr.	15	do.	do. (4 months 14 days.)
450	Brinkerhoff, Chas. C.	15	do.	Same as No. 440.
451	Brown, Clifford I.	16	do.	do. (4 months 22 days)
452	Brown, John Winans	14	do.	Same as No. 440.
453	Burger, Chas. Edward	16	do.	do.
454	Cannon, Madison M.	17	do. (1½ month.)	
455	Carl, John Samuel	16	do. (1 month.)	
456	Carroll, Chas. Henry	16	do. do.	
457	Cassedy, William A.	15	Same as No. 440.	do.
458	Cavanaugh, Wm. D.	15	do.	do. (2 months 20 days.)
459	Chamberlain, W. H. H.	15	do.	Same as No. 440.
460	Codett, Edwin F.	16	do.	do.
461	Connor, Rowland	14	do.	do.
462	Cotlow, Morris	15	do. (1 month.)	
463	Cronican, William	16	Same as No. 440.	do.
464	Da Cunha, John L.	17	do. (2½ months.)	
465	De Nyse, Edwin F.	16	Same as No. 440.	do.
466	Demarest, Samuel S.	17	do.	do.
467	Devoe, Walter Briggs	15	do.	do. (2 months 20 days.)
468	Duffy, James M.	15	do.	Same as No. 440.

No.	Names of Students.	Age.	Studies pursued from July 23, 1855, to Jan. 1, 1856.	Studies pursued from Jan. 1, to July 22, 1856.
469	Dunham, William A.	14	Same as No. 440.	do. (4 months 14 days.)
470	Durbrow, Stephen A.	19	do.	Same as No. 444. (3 months 25 days.)
471	Ennis, William H.	15	do. (1 month.)	
472	Entz, Frederick S.	16	do. do.	
473	Fairchild, George C.	17	Same as No. 440.	do. (3 months 24 days.)
474	Farrar, William H.	15	do.	Same as No. 440.
475	Ford, Samuel W.	16	do. (3 months.)	
476	Fowler, Andrew L.	16	do. (1 month.)	
477	Fowler, William M.	16	do. do.	
478	Glover, William J.	15	Same as No. 440.	do. (3 months 25 days.)
479	Gordon, William P.	16	do.	do. (4 months 14 days.)
480	Hadden, Euphrates	16	do.	Same as No. 44.
481	Hall, Geo. Washington	18	do.	do. (5 months 2 days.)
482	Hamberger, Charles	15	do.	Same as No. 440.
483	Hanson, Joseph H.	14	do.	do.
484	Hardcastle, Jerome	16	do.	do. (2 months 20 days.)
485	Harring, Henry	15	do. (1 month.)	
486	Henderson, Wm. T.	16	Same as No. 440.	Same as No. 440.
487	Hibbard, William F.	17	do.	do.
488	Hicks, Roland	15	do.	do.
489	Hoey, William	14	do. (2½ months.)	
490	Hood, Wm. Henry	15	Same as No. 440.	do.
491	Hopping, Augustus R.	17	do.	do. (5 months 20 days.)
492	Hotmer, William P.	14	do.	Same as No. 440.
493	Jackson, James	15	do.	do. (3 months 25 days.)
494	Jones, Francis G.	17	do. (1½ months.)	
495	Jones, James W.	15	Same as No. 440.	Same as No. 440.
496	Kellogg, Peter C.	15	do.	do.
497	Kennedy, Theodore W	14	do.	do.
498	Kent, Charles R.	15	do.	do.
499	Kerr, James	15	do.	do.
500	Kimball, William C.	15	do.	do.
501	King, Joseph Lyman	16	do.	do. (1 month 8 days.)
502	Kinsey, Peter S.	14	do.	Same as No. 440.
503	Kirkham, Geo. C. R.	16	do.	do. (4 months 24 days.)
504	Klein, Emile	17	do. (2 months.)	
505	Knapp, William A.	14	Same as No. 440.	Same as No. 440.
506	Kraft, John Fred.	14	do.	do. (5 months 5 days.)
507	Ladd, William F.	16	do.	Same as No. 440.
508	Landman, Gustavus	16	do.	do.
509	Lawrence, Maurice L.	16	do.	do. (2 months 20 days.)
510	Lawson, Albert G.	14	do.	Same as No. 440.
511	Leckie, William	16	do.	do.
512	Lentz, Edward	14	do.	do. (1 month.)
513	Long, David Simes	17	do. (1 month.)	
514	Lorsch, Max	15	Same as No. 440.	Same as No. 449.
515	Leveridge, Henry	14	do.	do.
516	Lowe, John	16	do.	do. (4 months 24 days.)
517	Lowerre, James A.	18	do. (1 month.)	
518	McCarty, John	16	Same as No. 440.	do. (3 months 14 days.)
519	McCormick, Chas. J.	15	do.	Same as No. 440.
520	McCrea, John E.	15	do.	do.
521	McCullough, John	14	do.	do.
522	McCutcheon, Thos. H.	17	do.	do.

No.	Names of Students.	Age.	Studies pursued from July 23, 1855, to Jan. 1, 1856.	Studies pursued from Jan. 1, to July 22, 1856.
523	McGuire, John	16	Same as No. 440. (1 mo.)	
524	McKesson, John, Jr.	16	Same as No. 440.	Same as No. 440.
525	McMann, James D.	14	do.	do.
526	Mallory, Thos. W.	15	do.	do.
527	Moat, Lewis	15	do. (1 month.)	
528	Morris, Theodore W.	13	Same as No. 440.	Same as No. 440. (1 mo.)
529	Murphy, James	18	do. (1 month.)	
530	Myers, David	14	Same as No. 440.	Same as No. 440.
531	Newschafer, George	16	do.	do.
532	Noah, Henry	17	do.	do. (21 days.)
533	Norris, Thomas A.	16	do. in French only. Pursued a partial course.	do. in French only. Partial course. (1 month 27 days.)
534	Ogden, William B.	15	Same as No. 440.	Same as No. 440.
535	Overton, Richard H.	15	do.	do.
536	Owen, Richard M.	14	do.	do.
537	Parker, Samuel S.	16	do.	do.
538	Parr, Benjamin	16	do.	do.
539	Pierson, Moses H.	16	do.	do. (3 months 4 days.)
540	Pike, John Parmly	16	do.	do. (3 months 23 days.)
541	Pain, Joseph Danford	16	do.	do. (16 days.)
542	Pinkney, Jas. H. Jr.	16	do.	Same as No. 440.
543	Ramsey, Philip Isaac	16	do.	do. (3 months.)
544	Rawolle, Frederick	14	do.	Same as No. 440.
545	Rawolle, William	16	do.	do.
546	Roche, Philip Alfred	16	do.	do. (4 months 5 days.)
547	Rockwood, W. H. Jr.	14	do. (1 month.)	
548	Rolston, Matthew	16	Same as No. 440.	Same as No. 440.
549	Rosenthal, Wm. W.	15	do.	do. (21 days.)
550	Ross, William, Alex.	15	do.	Same as No. 440.
551	Saunders, John	14	do.	do.
552	Schwartz, Theo. G.	15	do.	do. (3 months 7 days.)
553	Schwerger, Edward	16	do.	Same as No. 440.
554	Scott, George W.	16	do.	do.
555	Senff, Charles Henry	14	do.	do.
556	Shade, Chas. Edmund	16	do.	do.
557	Shave, John T. M.	17	do.	do. (5 months 20 days.)
558	Smith, Alexander	15	do.	Same as No. 440.
559	Smith, William C.	15	do.	do.
560	Snow, Rich. Van Wyck	15	do.	do. (4 months 16 days, absent by permission re- mainder of the term.)
561	Spratt, Horatio N.	15	do.	Same as No. 440.
562	Starkey, David Jas.	17	do.	do.
563	Stuart, Sidney H. Jr.	14	do.	do.
564	Sweeney, Miles	16	do.	do.
565	Sweet, Milton B.	15	do.	do.
566	Taylor, Daniel H.	16	do.	do. (2 months 11 days.)
567	Taylor, Wm. Hannis	17	do.	Same as No. 440.
568	Thompson, Wm. J.	15	do.	do. (2 months 10 days.)
569	Todd, Adam Henry	16	do.	Same as No. 440.
570	Todd, Chas. Matthew	15	do.	do.
571	Towle, Frank E.	16	do.	do. (3 months 14 days.)
572	Trask, James Henry	16	do.	Same as No. 440.

